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ABSTRACT

In 1984 the Governor of California signed into law a bill establishing the California Academic Partnership Program (CAPP), a program to develop cooperative efforts to improve the academic quality of public secondary schools and the preparation of all students for college. CAPP grants are awarded to collaborating secondary and postsecondary institutions to provide students with academic skills for success in higher education. CAPP projects, funded as part of a 3-year cycle, are curriculum projects involving teams of faculty and administrators from public and private schools and colleges, and assessment projects providing diagnostic tests and other services. Since 1984, over $7 million have been spent in support of 40 partnership projects involving 145 institutions and over 130,000 students. This comprehensive study reports on the 1987-90 evaluation of the CAPP and the 12 projects funded in the period. In these years, the CAPP served over 50,000 students and was found to have positive effects on: (1) student participation in postsecondary education; (2) student preparation for college; (3) curriculum and instruction; (4) dropout rate reduction; (5) assessment of student learning; (6) student populations of priority concern; (7) relations between secondary and postsecondary faculty; and (8) dissemination and institutionalization of program outcomes. Evaluation findings are presented in 23 tables and 14 figures in the text and appendices. Also included are 119 pages of forms used in the evaluation. (SLD)

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CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM

EXTERNAL EVALUATOR'S CUMULATIVE REPORT -- 1987-90

VOLUME I

February 1991

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Executive Summary

In 1984 the Governor signed into law Assembly Bill 2398, thereby establishing the California Academic Partnership Program (CAPP) for the purpose of "developing coöperative efforts to improve the academic quality of public secondary schools with the objective of improving the preparation of all students for college." The legislation authorizes the award of CAPP grants to collaborating secondary and postsecondary institutions to provide students with the academic skills necessary for success in higher education. Priority for CAPP grants is to be given to projects serving schools with low student participation in higher education or with concentrations of students from groups that are underrepresented in postsecondary education. Indicators of program success include increases in the number of students enrolled in postsecondary educational institutions, improved preparations for baccalaureate work, and reductions in dropout rates.

There are two types of CAPP projects, funded as part of a three-year cycle. **Curriculum projects** involve teams of faculty and administrators from public or private schools and colleges working together to improve student learning in college preparatory courses and to increase student participation in postsecondary education. **Assessment projects** provide diagnostic tests and other services to assist in planning instruction and developing curriculum.

Since 1984, over $7 million has been spent in direct support of 40 partnership projects involving 145 separate institutions from all five segments of California education and located in all major geographic regions of the state. Over the life of the program, more than 3,000 faculty and staff have participated in CAPP project activities, directly or indirectly affecting more than 130,000 students. Over one million students have taken diagnostic tests developed and scored by the CAPP-sponsored assessment projects.

The 1987-90 Evaluation

All CAPP partnerships are subjected to annual, external evaluation. The Evaluation and Training Institute (ETI), an independent evaluator not associated with participating schools or colleges, was contracted by the California State University to conduct an external evaluation of the curriculum and assessment projects funded by CAPP during the 1987-90 period only, excluding planning activities funded in 1989-90 by CAPP. This comprehensive study is the most recent in a series of CAPP program evaluations, including those conducted by the California Postsecondary Education Commission (CPEC) in 1985 and 1988, as well as two qualitative studies by Dennis Galligani in 1987 and 1990. Specifically, this study is responsive to the recommendations contained in the 1988 CPEC report.

In response to inadequacies noted in prior CAPP evaluations, the emphasis of ETI's evaluation has been on gathering and analyzing measurable, outcome-oriented data to assess the progress of the CAPP program toward its goal. Given the unavailability of much pre-1987 data for direct comparisons, baseline and outcome data served as pre- and post-test measures in the 1987-90 evaluation design. The ETI external evaluators worked closely with the Statewide CAPP Director, CAPP Advisory Committee, and CAPP project staffs throughout the evaluation. ETI staff members developed data collection instruments, visited each of the 12 CAPP projects at least five times during the 1987-90 funding cycle, made presentations at project director meetings, evaluated project reports, and made reports and recommendations to the CAPP Advisory Committee.

Summary Findings

Scope of 1987-90 CAPP Activities

During the 1987-90 funding cycle, more than 50,000 students were served by CAPP-sponsored curriculum projects involving over 1,200 faculty from 71 partner institutions. More than 850,000 students took tests developed and scored by the Mathematics Diagnostic Testing Project.

Impact on Student Participation in Postsecondary Education

Of the CAPP students who completed secondary school at the end of the 1987-90 funding cycle (6 percent of all CAPP students), 83 percent were enrolled in postsecondary institutions the year following high school graduation. This compares to the fall 1989 college-going rate of just 54 percent for public high school graduates statewide.

Impact on the Preparation of Students for College

For those projects reporting college preparatory data, approximately 80 percent of CAPP students were enrolled in college preparatory courses at the end of the 1987-90 funding cycle. The performance of CAPP students on standardized tests across 1987-90 also increased slightly overall and in each of the targeted subject areas.

Impact on Curriculum and Instruction

CAPP project activities have improved curriculum and instructional practices. Specifically, CAPP has enabled the establishment of new courses, the revision and enhancement of curriculum, and opportunities for staff development.

Impact on Dropout Rates

The activities of the CAPP partnerships played a significant role in the reduction of dropout rates for CAPP students. Only two percent of CAPP students dropped out of school by the end of the three-year funding period; over this same period, 92 percent of CAPP students remained in secondary school, 5 percent enrolled in postsecondary institutions, and 1 percent graduated with no postsecondary enrollment. Moreover, the dropout rate of CAPP schools decreased from 10 percent to 6 percent across the three years of CAPP funding.

Impact of Assessment of Student Learning

The CAPP assessment projects have enabled teachers to learn how well their students are meeting the expectations for entering college freshmen in the areas of mathematics and English composition. Voluntary utilization of the examinations developed by the Mathematics Diagnostic Testing Project increased by 75 percent over the 1984-87 funding period, from more than 486,000 tests to over 850,000 tests. More than 900 teachers attended MDTP-sponsored user conferences and other in-service activities. More than 2,000 copies of Teaching Analytical Writing, a text developed by the CAPP writing assessment project, have been distributed statewide and nationally. The writing assessment project also sponsored in-service training activities to share new instructional practices with faculty.

Impact on Student Populations of Priority Concern

At CAPP schools, the percentage of high school graduates from underrepresented ethnic groups completing the college preparatory course sequence was almost twice that for student from these groups at schools statewide, as was the percentage of total graduates from underrepresented groups at CAPP schools. The percentage of targeted students enrolled in algebra, advanced mathematics, chemistry, and physics courses was nearly twice that of the enrollment figures for these groups statewide. This is particularly noteworthy given the high percentage of Hispanic and Black students in CAPP programs.

Impact on the Relations Between Secondary and Postsecondary Faculty
CAPP partnerships provided opportunities for faculty and staff from secondary and postsecondary institutions to work together as equal partners in collaborative efforts to understand and improve the effectiveness of school curriculum and instruction in preparing students to enter college. Secondary faculty participating in CAPP projects reported learning information regarding skill and content mastery levels required for students to succeed in higher education. Postsecondary faculty reported gains in understanding about state-mandated curricular frameworks and curricular development processes, and the educational challenges associated with culturally and linguistically diverse students.

Dissemination and Institutionalization
Many important outcomes of the CAPP partnerships have been incorporated into daily operations at several schools involved in CAPP projects. These include: revised/enhanced curriculum; new courses; instructional materials; student support activities; assessment programs; and informational/motivational programs. All CAPP projects undertook extensive dissemination activities, including presentations at local, state, and national conferences, and publications of articles in professional journals, newsletters, and resource manuals. Beyond these immediate institutional changes, CAPP partnership activity has established a foundation for long-term working relationships among partner institutions, serving to leverage CAPP funding to attract additional resources.

CAPP Governance and Administration
CAPP's administration has played a significant role in the successes of the CAPP program in improving the preparation of students for college, as outlined in AB 2398. The stewardship provided by the CAPP Advisory Committee, along with its intersegmental nature, established an environment for the growth and development of the CAPP partnerships.

Introduction

The California Academic Partnership Program (CAPP) is a state-established and state-funded program involving public schools (grades 6 through 12), the California Community Colleges, the California State University, the University of California, and independent colleges and universities. CAPP funds curriculum development and diagnostic testing partnerships in accordance with its goal, as described in its legislative charter (Assembly Bill 2398), of developing:

> "cooperative efforts to improve the academic quality of public secondary schools with the objective of improving the preparation of all students for college."

CAPP is based on the premise that partnerships of committed secondary teachers and administrators working together with higher education faculty and administrators can improve the curriculum and positively affect student preparation for college.

An understanding of the three-year evaluation of the CAPP program requires that background information be considered, including the larger context in which CAPP operates, attributes of successful partnerships, specific evaluation challenges, and issues raised in a 1988 California Postsecondary Education Commission (CPEC) report. The evaluation design and outcomes are, in part, a function of these issues. These issues will be briefly discussed in this section of the report.

CAPP's Broader Context

The importance of improving the quality of students' academic preparation was an important element of the United States Department of Education's 1983 report, **A Nation at Risk**. Throughout the country, both secondary and postsecondary schools have a strong interest in reversing the declining academic level of high school students, especially among the disadvantaged and minority youth. Schools have also been attempting to reverse the growing drop out rates among minorities and to provide sufficient academic preparation for college students. The recent emphasis on higher academic standards has caused secondary schools to seek help from neighboring colleges to reinstate college preparatory courses that were eliminated or weakened over the past 20 years.

While the current academic environment in California secondary schools stresses rigid academic standards and improving student academic outcomes, rapid demographic change and concerns about the achievement gap of minority youths present many challenges to improving the preparation of students for college. The longstanding, statewide achievement gap for some minority students, as evidenced in the steep dropout rates of Black and Hispanic youth and the low college eligibility and enrollment rates for minority youth, along with the context of rapid demographic change in the public schools makes preparing underrepresented minorities to reach their full educational potential a difficult task. Equal educational access and success for minority students is critical with respect to building a capable workforce to compete in the today's world economy.

Moreover, the anticipated rapid growth of California's schools (an expected gain of 142,000 students yearly for the next ten years) raises concerns about where to house the students, where to find qualified teachers, and how to manage growth while upgrading instruction. The large class size and the projected teacher shortages of the coming years also present challenges to providing students with the academic skills needed to fulfill postsecondary educational goals.

Much attention has recently been focused on secondary-postsecondary school partnerships as an important means to address these concerns. The demands for cooperation between secondary and postsecondary schools have led to an increase in the number of academic partnerships nationwide. In fact, the American Association for Higher Education has published the first national directory of school-college partnerships in 1987.

CAPP's Legislative Charter

In California, the potential for university/secondary school partnerships was first recognized by the California Legislature through the Hughes-Hart Educational Reform Act of 1983 (Senate Bill 813). Among the series of reforms initiated by SB 813, including the establishment of new statewide high school graduation standards and the development of a mentor teacher program, was the establishment of the California Academic Partnership Program (CAPP). As outlined in the legislation, the intent of CAPP is to:

> "provide academic and counseling services to students in grades 7 to 12, and to increase the involvement of postsecondary educational institutions in efforts to improve the academic quality of public secondary schools."

In 1984, the Legislature passed Assembly Bill 2398, which expanded and further clarified the primary goal of the CAPP program; specifically:

> "to develop cooperative efforts to improve the academic quality of public secondary schools with the objective of improving the preparation of all students for college."

The CAPP Program

The mission of CAPP, as described in the Mission Statement of the California Academic Partnership Program, is:

> " . . . to foster and enable partnerships between California school districts and postsecondary institutions to create improved learning, academic preparation, and access opportunities for students in middle schools and high schools, so that more students, especially those underrepresented on postsecondary education campuses, can successfully complete baccalaureate degree programs."

Academic partnerships are selected for CAPP funding based on specific criteria outlined by AB 2398. According to the state charter:

> "Priority shall be given to projects which serve . . . schools with low student participation in institutions of postsecondary education or with a concentration of students from groups which are underrepresented in postsecondary education . . ." (Chapter 620, Section 4b)

CAPP therefore targets its activities on students from any of the following:

- Groups historically underrepresented in postsecondary education (Hispanic, Black, and Native American);
- Low-income families; and
- Geographic areas with a low participation rate in postsecondary education.

Depending upon the approaches individual CAPP projects have taken, CAPP students may also be enrolled in pre-college or college preparatory courses in English, mathematics, science, social science, or foreign languages.

Through two major components, CAPP encourages secondary and postsecondary institutions to work collaboratively to improve and increase the capacity of middle and secondary schools to prepare and motivate students for postsecondary education:

Curriculum projects involve teams of faculty and administrators from public or private schools and colleges that work to improve student learning in college preparatory courses and increase the opportunities that students will successfully enter and complete college. These curriculum development partnerships address middle and secondary school curriculum and related access issues to increase the educational options of underrepresented students. In particular, CAPP curriculum projects focus efforts on textbook assessment and curriculum development, diagnostic testing, and teacher in-service training. The curriculum projects also work with existing curriculum reform efforts, such as the California Model Curriculum Standards and the California Department of Education's Curriculum Frameworks.

Assessment projects provide diagnostic tests and other services to assist in planning instruction and developing curriculum. In particular, CAPP's assessment projects help students, parents, teachers counselors, and other school staff understand what concepts and skills students have mastered, and which need further study.

The Administration of the CAPP Program

Administrative responsibility for the administration of the CAPP program lies with the Chancellor of the California State University. The day-to-day operations of the CAPP program are coordinated by a statewide CAPP director, housed in the CSU Chancellor's Office. Responsibilities of the statewide director include but are not limited to, the following:

- Administering the CAPP program office;
- Developing and administering program budget;
- Monitoring projects and providing technical assistance;
- Conducting statewide information activities;
- Seeking external funds to support partnership efforts; and
- Facilitating the work of the CAPP Advisory Committee.

CAPP received $1 million in 1984 from the California State Budget, and $1.5 million each year thereafter, for a total of $4,688,000 in 1987-90. In that three-year funding period, grant support for individual CAPP curriculum projects ranged from $119,230 (a two-year project) to $221,000, while assessment project support ranged from $93,000 to $1,474,000. As shown in Table 1 on the following page, direct support for the projects totaled $3,837,000, 82 percent of the total. Of the remaining funds, 5 percent was expended on evaluation and 13 percent on governance and administration.

A key element in the administration of the CAPP program is the active involvement of a 12-person statutory Advisory Committee, as outlined in CAPP's enabling legislation. Committee members include secondary and postsecondary faculty and administrators representing all educational segments in California and appointees of CPEC and the California Student Aid Commission. In addition, liaison designees assist the Advisory Committee in serving as resources for the Committee. The liaison designees represent the headquarter offices of: the University of California; the California State University; the California Community Colleges; the California Department of Education; the Intersegmental Coordinating Council; the Association of Independent California Colleges and Universities; and two project personnel, elected by the project leaders to represent the interests of the CAPP projects to the Advisory Committee.

The CAPP Advisory Committee serves to guide the overall operation of the CAPP program. In its stewardship role, the responsibilities of the Advisory Committee include:

- Recommending policies, procedures, and funding priorities to the CSU Chancellor;
- Assisting in selecting proposals to be funded;
- Developing criteria for project evaluation;
- Addressing specific needs and concerns of the CAPP partnerships;
- Recommending the continuation or conclusion of project funding each academic year; and
- Disseminating information about the CAPP program to the public.

Table 1

CAPP Funding and Expenditures 1987-90

	1987-88	1988-89	1989-90	Total
Funding Source				
State Funds	$1,524,000	$1,569,000	$1,595,000	$4,688,000
Matching Funds	969,000	952,000	1,221,000	3,142,000
TOTAL	**$2,493,000**	**$2,521,000**	**$2,816,000**	**$7,806,000**
Program Expenditures				
Curriculum Projects	$ 646,000	$ 777,000	$ 801,000	$2,224,000
Assessment Projects	560,000	551,000	502,000	1,613,000
Evaluation	75,000	75,000	97,000	247,000
Governance & Administration	*243,000	166,000	195,000	604,000
TOTAL	**$1,524,000**	**$1,569,000**	**$1,595,000**	**$4,688,000**

* Includes costs of statewide meetings for project personnel and other activities which are calculated as direct services to projects in 1988-89 and 1989-90.

In addition, each CAPP project has its own Steering Committee, composed of faculty, staff, and administrators from the partner schools and colleges. These Steering Committees serve to guide the overall implementation of partnership activities at the local level.

Qualities of Successful Academic Partnerships

Intersegmental partnerships, by their very nature, are unique and challenging. Differences in administrative structures, governing boards, educational philosophies and traditions, physical distances between the institutions, and other potential problems often make successful academic partnerships a difficult prospect. Yet the literature on academic partnerships suggests several characteristics of successful academic collaboration which are critical to understand in evaluating academic collaborative efforts. In **School and College: Partnerships in Education** (1983), Gene Maeroff indicated five basic principles of successful partnerships:

- Educators at all levels must identify common problems;
- The traditional academic "turf issues" must be overcome;
- The cooperative projects must be sharply focused;
- Participants must get recognition; and
- School-college cooperation must focus on action, not machinery.

With particular reference to the CAPP projects, Dr. Dennis J. Galligani identified specific characteristics of successful collaborative efforts in his **Effective Relationships for School/College Partnerships** (1987) and **Achieving Academic Excellence through School/College Partnerships** (1990):

- Clear establishment of common goals that are recognized and developed cooperatively;
- Development of mutual trust and respect among faculty;
- Provision of sufficient time to develop and strengthen the relationships among faculty and administrators;

- The quality of the individuals with primary responsibility for the project;
- The continued interaction between administrators and faculty directly involved in curricular enhancement;
- Willingness to recognize the different cycles and languages of the various segments;
- Periodic formative evaluation;
- Shared responsibility and accountability; and
- Firmly delineated lines of communication.

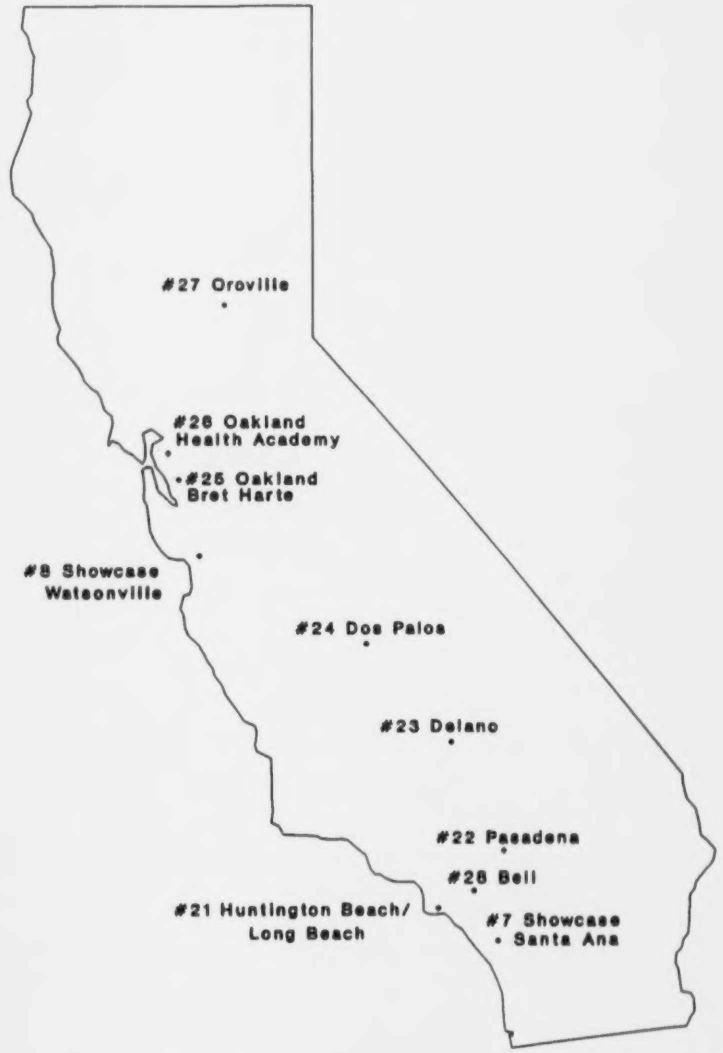
The CAPP partner schools utilized this research on school-college collaboration in establishing their partnership programs. Moreover, project personnel applied research findings in this area and served as an additional source of confirmation of these findings, as described in greater detail under the "Lessons Learned About Partnerships" section of this Cumulative Report.

The 1987-90 CAPP Projects

In its first three-year funding cycle (1984-87), CAPP funded 20 curriculum development projects and three assessment projects. A second cycle of CAPP partnerships was funded for 1987-90, based in part on information learned from the Galligani report (described above). In this second round of CAPP projects, eight curriculum development projects and two diagnostic testing projects were funded. In addition, two **showcase projects** received CAPP funds during 1987-90. These showcase projects are designed to stimulate the development of new academic partnerships and increase their effectiveness by having 1984-87 CAPP project staff work with new partnerships, as models of maturing academic partnerships which have been successful in establishing comprehensive approaches to curriculum development. Showcase projects continue their partnerships to enhance project effectiveness, disseminate information on outcomes and impact, and institutionalize revised/enhanced curricula.

CAPP partnerships generally work in two or more curriculum areas. Of the ten 1987-90 curriculum development projects, seven are working in the area of English, six in science, six in mathematics, three in social sciences, and one in foreign language. Figure 1 below displays the location of the ten curriculum development projects. The two diagnostic testing programs are working in the areas of mathematics and writing.

Figure 1
CAPP Curriculum Development Projects 1987-90


#27 Oroville
#26 Oakland Health Academy
#25 Oakland Bret Harte
#8 Showcase Watsonville
#24 Dos Palos
#23 Delano
#22 Pasadena
#28 Bell
#21 Huntington Beach/ Long Beach
#7 Showcase Santa Ana

The 1987-90 CAPP External Evaluation

The legislature and the governor, through Assembly Bill 2398, directed the California Postsecondary Education Commission (CPEC) to evaluate CAPP. In its first report on CAPP, Evaluation of the California Academic Partnership Program (March 1988), the Commission identified specific concerns in relation to the past evaluations (1984-87) of CAPP projects, specifically with respect to curriculum development projects. (The 1984-87 curriculum evaluations were not undertaken by the current external evaluator.) These concerns included:

- "Incomplete data [were] gathered ... on some critical aspects concerning the operations of the program."
- The evaluations indicated an "inability to isolate the impact of activities provided by CAPP from that of other educational reform efforts occurring simultaneously in the State's secondary schools."
- Past evaluation activities "have not resulted in the information necessary for drawing conclusive statements about the impact of the program in improving the preparation of students for college."
- Future evaluation should be "more outcome oriented".

The various recommendations in the report included requiring annual reports of each CAPP project, and a comprehensive program evaluation in January 1991 that is outcome-oriented and designed jointly by the California State University, CPEC, and the CAPP Advisory Committee. In light of these recommendations, the Chancellor's Office of the California State University contracted with the Evaluation and Training Institute (ETI), an independent evaluator not associated with participating schools or colleges, to conduct an external evaluation of the 1987-90 CAPP curriculum and assessment projects.

The intent of this evaluation has been to document the effectiveness of the CAPP program in meetings its legislative goal. The emphasis of this evaluation is designed to be outcome oriented, addressing the legislative mandate as outlined in AB 2398, Section 11004:

> "The evaluation [of the California Academic Partnership Program] shall include, but need not be limited to, indicators of increases in the number of students enrolled in postsecondary educational institutions, indicators of students' improved preparation for baccalaureate work, reductions in dropout rates, and the assessment of the effectiveness of the program by participating school districts and postsecondary institutions . . ."

ETI's evaluation focused on examining the effectiveness of the CAPP program statewide. The CAPP program requires internal evaluators to help individual projects monitor their progress toward their individual goals and objectives.

Primary Evaluation Challenges and Constraints

The external evaluators have identified specific challenges and constraints that should be recognized in understanding the evaluation's design and findings. This Cumulative Report should be read with these evaluation challenges in mind. These challenges include, but are not limited to the following:

- Ideally, this evaluation would have included the use of a control group to make definitive comparisons regarding the impact of the CAPP program. However, the use of a control group was beyond the scope and budget of the current study.

- It was the intent of the evaluators to obtain the greatest amount of information in as parsimonious a manner as possible. Much consideration was given to the impact of further increasing the workload of project partners by requesting increasing amounts of data.

- Enormous contrasts were evident in the number and extent of internal project resources available for use in evaluation, e.g. computer hardware and staff, clerical support, existing school records, district support for information requests, etc.

- Project staffs, and specifically internal evaluators, differed widely in their evaluation experience, skills, and training. The ability of projects to undertake a thorough internal evaluation and meet external evaluation requests varied to an enormous extent.

- Aggregating data for overall summary purposes does not adequately reflect the unique strengths and/or limitations of each project. For example, a summary table of participants (students, teachers, parents, tutors, etc.) does not adequately convey the extent (either intensity or duration) of project involvement, impact on the individual, etc.

- Data which the external evaluators would have liked to have utilized in the evaluation were frequently not available. Several reasons exist for the absent data:

    - Data from the 1984-1987 CAPP projects were not collected by previous evaluators on many variables and could not be used in comparisons between the two groups of projects. These include data on numbers of participants, grade levels, ethnicity, student grades and standardized test scores, dropout rates, etc.

    - Many schools and districts do not have computerized records and all data collection required a manual student-by-student search through transcripts and files. Some data requests could not be met given staffing limitations.

    - In some situations CAPP students were given standardized tests while other students in the same school were not. This meant that the performance of CAPP students could not be compared with non-CAPP students.

    - Several projects found that there were not age-appropriate or subject-appropriate standardized tests to use for both baseline and/or outcome measures.

    - Student outcome data comparisons across projects were, for the most part, inappropriate due to the fact that each project had unique goals and different student populations. Thus, when possible, emphasis was placed on reporting standardized test scores and percentiles.

    - With the concurrence of the external evaluators, the CAPP Advisory Committee elected to limit the data collection requirements during the second year. No additional data elements could be requested by the external evaluators during years two and three that had not been requested during year one.

- All findings of the report are dependent upon the self-reports of the individual projects. The thoroughness and completeness of reports varied widely across projects.

Organization of the Report

The purpose of this 1987-90 Cumulative Evaluation Report is twofold:

- **To provide an overview and evaluation of overall CAPP activities, goals, progress, and plans during 1987-90; and**
- **To provide specific qualitative and quantitative information regarding individual CAPP projects and the overall program.**

The report is organized into two volumes. **Volume I** details the evaluation methodology and overall outcomes of the CAPP projects:

- Methodology. Evaluation activities during 1987-90 are presented.
- Outcomes of the 1987-90 CAPP Curriculum Projects. CAPP's impact on curriculum projects is discussed in terms of:
    - Student participation in postsecondary education;
    - Student preparation for baccalaureate work;
    - Dropout rates;
    - The overall school environment;
    - Curriculum and instructional practices; and
    - Faculty/staff development.
- Outcomes of the 1987-90 CAPP Assessment Projects: The impact of CAPP's assessment projects is presented.
- Lessons Learned About Partnerships. The impact of the CAPP program on partnerships is discussed, along with the dissemination and institutionalization efforts of the CAPP partnerships.
- Appendix. Tables and figures are presented in the Appendix, along with the data collection forms utilized in 1987-90 funding cycle.

Volume II restates the introduction to Volume I, and presents individual reports on the 1987-90 CAPP projects, along with a matrix of project partners, goals, and significant results. Each project is discussed in terms of: goals and outcomes; major successes; significant lessons; and unanticipated results.

Methodology

A primary role of the external evaluators during the 1987-90 funding cycle has been working with the CAPP Advisory Committee, Statewide CAPP Director, and CAPP project directors and partners in addressing the concerns identified in the March 1988 CPEC Report to the legislature, Evaluation of the California Academic Partnership Program (CAPP). This has resulted in specific, targeted evaluation activities directly aimed at these concerns. CPEC reviewed and approved the evaluation design for the 1987-90 cycle of CAPP projects, which incorporated:

- Collecting detailed quantitative data regarding students, faculty, schools and the overall program. These data included ethnicity, gender, class, previous academic performance, test scores, postsecondary participation rates, dropout rates, etc. (See Appendices for specific information requested of each project during 1989-90.)

- Gathering information on both students participating in the CAPP projects, and other students in partner schools not participating in the projects, to better understand the impact of the CAPP program on the larger school environment.

- Documenting specific activities and participation rates, including student, faculty, and parent involvement. In addition, projects have been asked to develop participating student tracking programs to determine the long-range impact of the program.

- Emphasizing the collection of baseline data to assess the attainment of specific, measurable objectives. This outcome-orientation placed increased importance on project evaluation rather than on mere project description. In addition, the evaluation has focused on linking specific activities to goals and workable timelines.

- Lastly, producing data that could: 1) capture the uniqueness of each program through both qualitative and quantitative data, and 2) capture the statewide impact of the program through reporting common variables shared by all projects, both quantitative and qualitative.

Evaluation activities, described in greater detail below, have included designing data collection instruments, visiting project sites, making presentations at project directors' meetings, evaluating project reports, and preparing reports and recommendations to the Advisory Committee. In addition, the external evaluators served as technical advisors to the projects in terms of overall evaluation methods and activities.

Data Collection

Student, School, and Program Data Forms were developed by the external evaluators, having incorporated input from the projects, the Statewide CAPP Director, and Advisory Committee. These forms were designed to gather both quantitative and qualitative data regarding each of the 12 CAPP project's students, schools, and overall program. **Quantitative** information included: the total numbers of students, faculty/staff, and parents participating in each CAPP partnership; student ethnicity, grade level, gender, standardized test scores, and GPA in targeted areas; ethnicity of participating faculty; school dropout rates, college-going rates; etc. Data were also collected on the total number of students who were impacted indirectly by CAPP activities. Wherever possible, the California Basic Educational Data System (CBEDS) was used to gather quantitative data from the CAPP projects.

In terms of **qualitative** data, detailed information was gathered regarding the major successes, contributions, significant challenges, and unanticipated results of each partnership. Details on project steering committees, methods of tracking project students, dissemination efforts, institutionalization efforts, and the documentation of curriculum revision/enhancement were also collected. In addition, the data forms provided projects with the opportunity to show that they had implemented project activities according to the project's timeline.

Across the three-year funding cycle, projects submitted data reports to the CAPP Office twice each academic year. Quantitative data were submitted in a formative evaluation report each fall, and qualitative information (along with total numbers of participating students for the program year) was submitted each spring. At the close of the funding cycle, each project submitted a cumulative report, detailing both qualitative and quantitative outcomes across the three years of CAPP funding.

The data forms were updated annually with input from the CAPP projects, CAPP Advisory Committee, and CAPP Office. Similar information was requested from each project for each program year. Copies of the 1987-88, 1988-89 and 1989-90 data forms are included in the Appendix of this report.

Site Visits

The ETI external evaluation team visited each of the 12 CAPP projects at least five times during the 1987-90 funding cycle to discuss project reports, goals, activities, timelines, and internal evaluation procedures and responsibilities. The ETI evaluators provided formative evaluation assistance to the projects and responded to questions concerning evaluation. Specific questions or concerns of each project in terms of project goals, baseline data, and other data collection were discussed.

ETI staff actively tried to ease project concerns regarding the nature of the CAPP external evaluation and data collection, particularly for the project's three-year cumulative reports. The external evaluators stressed that they intended to help projects "measure their successes" and "document their positive impact" on students. The evaluators tried to help project teams view the process as one that would help them objectively and quantitatively substantiate the achievement of their goals.

Working Relationship with CAPP Groups

Throughout 1987-90, ETI staff attended various meetings, retreats, and workshops to better understand the partnership process, project activities, evaluation concerns, overall needs of the program, etc. On a frequent basis, members of the ETI evaluation team conferred with project personnel regarding specific evaluation concerns and/or questions. The external evaluators actively encouraged internal evaluators and other team members to contact them for any technical assistance as needed.

In addition, the external evaluators attended CAPP Advisory Committee meetings and project directors' workshops held in both Northern and Southern California. At this time, ETI staff reviewed evaluation methods, findings, and conclusions with both groups. The evaluators also made specific recommendations regarding CAPP evaluation procedures.

Finally, the external evaluators, together with the CAPP office, worked with CPEC staff in determining the appropriateness of the data collection variables and other research concerns. Among the subjects reviewed were: difficulties in determining student socio-economic status; isolating the impact on specific programs when multiple programs existed in schools; and assessing the financial costs and benefits of programs, etc. ETI provided assistance and input on these subjects when requested.

In terms of specific analysis and comparisons of CAPP project budgets, it is important to recognize that the CAPP projects are experimental; the partnerships each have very different goals and pursue widely divergent approaches. Therefore, comparative cost analysis on a per capita basis would be misleading, and a financial evaluation of each project was not included in the three-year evaluation.

Outcomes of the 1987-90 CAPP Curriculum Projects

Outcomes related to the ten 1987-90 CAPP curriculum projects are presented in this section of the Cumulative Report. In addition to presenting demographic information on CAPP participants, these findings are discussed in terms of the impact of the CAPP program on: student participation in postsecondary education; increasing student preparation for baccalaureate work; reducing dropout rates; participating school environments; curriculum and instructional practices; and faculty/staff development. Outcomes of the individual 1987-90 CAPP partnerships are also reviewed in this section of the Cumulative Report.

The quantitative data reported below is based on information provided by the individual CAPP projects and the California Basic Educational Data System (CBEDS). For ease of reading, the tables and figures referred to in this section appear in the Appendix of this report.

Information on CAPP Participants

In accordance with its legislative charter, during the 1987-90 funding cycle **the CAPP program succeeded in serving students from groups underrepresented in postsecondary education.** Moreover, as the figures below indicate, the CAPP program expanded across the three-year funding period to serve an increased number of students from all backgrounds.

Categories of CAPP Student Participants

When reviewing data on CAPP students, it is important to recognize that during the last year of the 1987-90 funding cycle (1989-90), data were collected on three groups of CAPP students to measure the full impact of student involvement in the CAPP partnerships. Specifically:

> Data students were those students for whom the ten CAPP curriculum projects collected complete outcome data. Some projects collected data on all students, others on a sample of students, given the availability of support for evaluation activities.

> No-data students were other students directly served by a project and for whom a "nose count" was obtained of their participation four or more times in one or more project activity components. No ethnicity, gender, baseline and outcome data, etc. were collected on these students.
>
> Indirect participants were students served by a project, including students sent direct mailings, participating in large group presentations opened to students other than those in each CAPP project, or students of teachers who participated in project staff development dissemination activities.

Table 2 (page 74) indicates the breakdown of students in these three categories across the 1987-90 funding cycle. (As exact counts on the number of no-data and indirect participants were not collected for the first two years of the 1987-90 funding cycle, the CAPP projects reported an estimate of the number of students in these categories for these two program years). In sum, 12,071 students were identified as data students; 5,231 as no-data students; and 36,319 as indirect participants. Therefore, a total of 53,621 students were served by CAPP curriculum projects' programs or activities across the three-year funding period.

Ethnicity of CAPP Students

Table 3 (page 75) shows the percent of students by ethnicity for each CAPP curriculum project across the 1987-90 funding period. The largest percentage of statewide participants were Hispanics (39 percent or 4,706 students) followed by Whites (33 percent or 3,950 students). Asian/Filipino students accounted for 12 percent of the total number of CAPP students (1,391 students), with Blacks being 11 percent (1,278 students). American Indians were 2 percent of the total (219 students), with Pacific Islanders accounting for less than one percent (42 students).

Across the 1987-90 funding period, the CAPP program has served a greater proportion of students from groups historically underrepresented in higher education than the proportion of these students enrolled in grades 6 to 12 statewide. For example, as shown in Table 4 (page 76), 39 percent of CAPP students were of Hispanic descent in the 1989-90 program year, compared to 32 percent of students statewide. In total, nearly 54 percent of CAPP students were from groups historically underrepresented in postsecondary education in the final year of CAPP funding, compared to 42 percent of students from these groups statewide. Nearly all of the remaining CAPP students were from other groups underrepresented in higher education--specifically, students from rural and/or low-income families.

In addition, over the three-year funding cycle the CAPP program increased the numbers of students served from groups historically underrepresented in postsecondary education. As shown graphically in Figure 2 (page 77), the percentage of CAPP students from groups historically underrepresented in postsecondary education increased by 21 percentage points across the funding period, from 29 percent to 52 percent. This compares to a statewide increase of only 5 percentage points, or from 37 percent to 42 percent, in the percentage of students from groups historically underrepresented in higher education (see Table 4 on page 76).

Gender of CAPP Students

Table 5 on page 78 shows the number of participating CAPP students by gender for each curriculum project across the funding period. The percentage of females participating in CAPP project was slightly greater than that of males, with 53 percent female (6,173 students) and 47 percent male (5,525 students). This breakdown is reversed from the statewide figures for students enrolled in grades 9 to 12 in 1989-90, with 52 percent male and 48 percent female.

Grade Levels of CAPP Students

Table 6 on page 79 indicates the number of participating students by academic grade level for each project for the third year of CAPP funding (1989-90). The greater number of participants -- 2,567 -- were 9th graders (29 percent of all CAPP students). This was followed by 1,916 10th graders (22 percent) and 1,696 11th graders (19 percent). Of the remaining students, 1,306 were 12th graders (15 percent), 656 were 8th graders (8 percent), and 400 were 7th graders (5 percent). Twenty-six students were 6th graders. In addition, 137 (2 percent) were enrolled in postsecondary institutions during 1989-90 academic year.

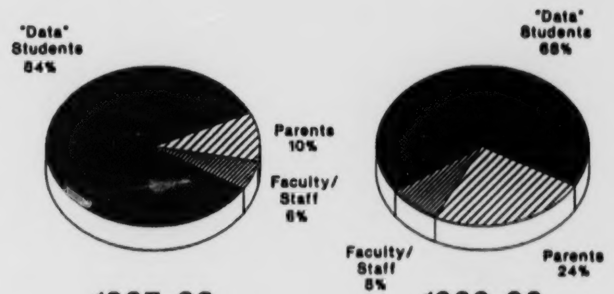
Figures 3, 4, and 5 (pages 80 to 82) graphically illustrate the grade levels of CAPP students for the 1987-88, 1988-89, and 1989-90 program years. Across the three-year funding period, the largest percentage of participants were 9th graders: 27 percent of CAPP students in 1987-88 and 1988-89, and 29 percent of students in 1989-90. This was followed by 11th graders, ranging from 19 to 22 percent of the total, and 10th graders, ranging from 18 to 22 percent of the total. The percentage of 6th grade and 8th grade students remained relatively constant from 1987-88 to 1989-90, while the percentage of 7th grade students decreased across the three-year period.

As the largest percentage of student participants across the 1987-90 funding cycle were 9th graders, information on the postsecondary participation rates of these students is not yet available. Additional follow-up is need to determine the college-going rates of these students.

Student, Faculty, and Parent Participants
Table 7 on page 83 presents the total number of students, faculty/staff, and parents participating in the 1987-90 CAPP curriculum development projects. A total of 12,071 data students have participated in the ten projects during the past three years. Faculty and staff involved in the program numbered 1,379. CAPP projects involved some 4,223 parents in workshops, home visits, field trips, and one-on-one counseling sessions, among other activities. A total of 17,673 data students, faculty/staff, and parents were served by the CAPP projects across the 1987-90 funding cycle. When including the number of no-data students and indirect participants, a total of 59,223 individuals participated in the CAPP curriculum projects across funding period.

The CAPP program has augmented the numbers of students, faculty/staff, and parents participating in CAPP-sponsored activities across the three-year funding period. Specifically, Table 8 (page 84) compares the numbers of year one (1987-88), year two (1988-89), and year three (1989-90) CAPP curriculum project participants. The number of total participants increased from 7,978 to 17,673, a 122 percent increase. Figure 6 below graphically illustrates the percentage of CAPP participants in 1987-88 and 1989-90 (excluding the numbers of no-data students and indirect participants). Of specific note is the increase in the number of parents involved in CAPP projects--761 in year one and 4,223 in year three. The 1989-90 figures represent an increase of 80 percent over 1987-88 among student participants, and 172 percent among faculty.

Figure 6
CAPP Participants
1987-1990



1987-88
(N = 7,978)

1989-90
(N = 17,673)

The increase in the numbers of parents participating in CAPP partnerships is not surprising. CAPP partners reported that a key lesson of the partnership was the importance of parental involvement in project activities, specifically in building a supportive environment for college education. Across the funding cycle, CAPP partnerships focused efforts on increasing parental involvement in project activities, as demonstrated by the 455 percent increase in the numbers of parents involved in CAPP activities. Similarly, the growth in the number of student participants in the CAPP partnerships is not unexpected, given the emphasis of the CAPP projects on expanding to serve additional numbers of students across the funding period.

Ethnicity of CAPP Faculty/Staff
Figure 7 on page 85 illustrates the change in the ethnic composition of CAPP faculty/staff from 1987-88 to 1989-90. In the 1987-88 program year, Whites accounted for the majority of the faculty/staff (76 percent or 475 participants) with 24 percent of the faculty/staff (152 participants) from ethnic minorities. In the last year of the funding cycle (1989-90), the percentage of ethnic minority faculty/staff increased to 27 percent of the total (252 participants) while the percentage of White faculty/staff decreased to 73 percent of the total (691 participants). Thus, across the three-year funding period, both the number of faculty/staff participants and the percentage of ethnic minority faculty/staff increased.

Impact of the CAPP Program on Student Participation in Postsecondary Education

Changes in actual college-going rates across the three-year funding period could not be determined because, as previously reported, most of the CAPP students were 9th graders and only a small number had graduated from high school at the end of the 1987-90 grant period. Nonetheless, **the majority of CAPP students at the close of the 1987-90 funding cycle were enrolled in college preparatory courses or were enrolled in postsecondary institutions, in keeping with the legislative goal of the CAPP program.** This is particularly noteworthy given the high percentage of Hispanic and Black students in CAPP programs.

Enrollment in College Preparatory Courses
Table 9 on page 86 indicates the number of CAPP students enrolled in college preparatory courses at the close of the three-year funding period for each CAPP partnership. For the purpose of this evaluation, college preparatory courses are defined as including those courses that would allow a student to become prepared for postsecondary study at four-year

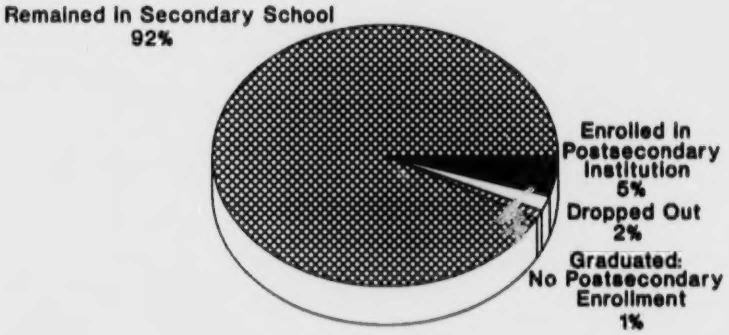
universities. Approximately 80 percent of CAPP students enrolled in secondary schools at the close of the 1987-90 funding cycle (8,096 students) were also enrolled in college preparatory courses (for those projects reporting college preparatory data). This percentage is substantially higher than statewide enrollment patterns. Thus the CAPP program, in keeping with its legislative goal, has provided students with greater opportunities for increased preparation for postsecondary education, as evidenced through the high participation rate of CAPP students in college preparatory courses.

Location of CAPP Students

The location of CAPP students (for whom data are available) at the close of the 1987-90 funding cycle is shown in Table 10 on page 87 and graphically below in Figure 8. At the close of the funding cycle, the majority of CAPP students have remained in secondary school (92 percent or 8,431 students), with 5 percent (477 students) enrolled in postsecondary institutions. Given that the majority of CAPP students were enrolled in the 9th grade and thus, have not yet matriculated into postsecondary institutions, this finding is not surprising. However, of those CAPP students completing secondary school by the close of the 1987-90 funding period, 83 percent (477 students) were enrolled in postsecondary institutions the year following high school graduation.

Figure 8

Where Are CAPP "Data Students"*



*Students for whom data are available

This compares to the most currently available statewide college-going rate of just 54 percent for fall 1989 for public high school graduates. Moreover, by the close of the three-year funding period, only 2 percent, or 127 CAPP students had dropped out of secondary school. **With the majority of CAPP students eligible to attend postsecondary institutions enrolled in such institutions, and the college-going rate of CAPP students nearly 30 percentage points higher than that for students statewide, the CAPP program is accomplishing its mission of increased student participation in postsecondary education.**

Specifically, the number of CAPP students in each partnership who enrolled in postsecondary institutions at the close of the 1987-90 funding cycle is shown by educational segment in Table 11 (page 88). Recall that as many projects' students have not yet completed secondary school, these students are not yet eligible for postsecondary enrollment. The greatest percentage of CAPP students enrolled in the California Community Colleges (44 percent or 210 students) followed by enrollment in the California State University (22 percent or 107 students) and private postsecondary institutions (22 percent or 105 students). Of those CAPP students who went on to post-secondary schools during the three-year cycle, 12 percent (55 students) attended the University of California.

CAPP's Impact on Increasing Student Preparation for Baccalaureate Work

Outcome data measures in this three-year evaluation of CAPP indicate solid progress toward the goal of improved preparation for postsecondary education. These findings, described below, serve as baseline measures against which further longitudinal studies of the CAPP program can be compared, particularly as the 1987-90 CAPP students progress through the higher education system.

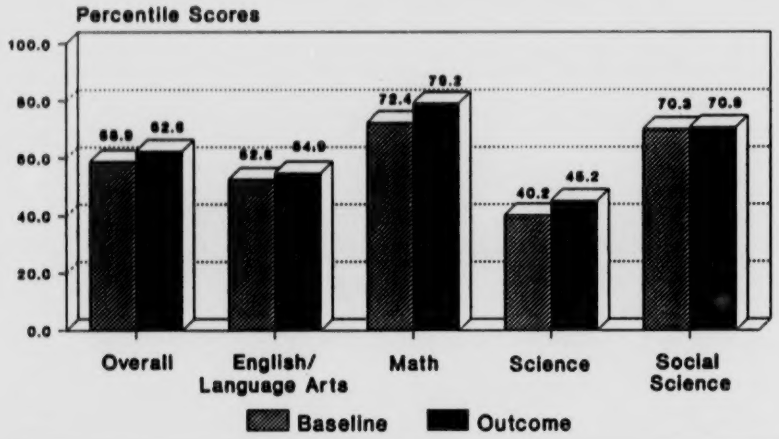
Percentile Test Scores in Standardized Tests Overall and by Subject Area for CAPP Students

Various school improvement initiatives have focused increased attention on accountability and the measurement of the success of curricular reform efforts. Student performance on standardized tests has been used as a key measure of the success of such efforts. Because of the unavailability of data for direct comparisons, and the variety of tests used by secondary school districts across California, the CAPP partnerships were encouraged to report student baseline and outcome performance on standardized tests in percentiles.

Figure 9 below shows the changes in percentile test scores of CAPP students overall and for each targeted subject area, for which data are available, from 1987-88 to 1989-90. Overall, the percentile test scores of CAPP students increased from the 58.9 percentile to the 62.6 percentile across the three year period. Increases in average standardized test scores were also seen for the targeted subject areas: from the 72.4 percentile to the 79.2 percentile in mathematics; from the 52.6 percentile to the 54.9 percentile in English/Language Arts; from the 40.2 percentile to the 45.2 percentile in science; and from the 70.3 percentile to the 70.9 percentile in social studies. **As demonstrated by this increased performance on standardized tests, CAPP students have become better prepared for baccalaureate work, in accordance with the legislative mandate of the CAPP program.**

Figure 9

Changes in Standardized Test Scores of CAPP Students



Average GPAs of CAPP Students Overall and by Subject Area
Figure 10 on page 89 illustrates the changes in the grade point averages (GPAs) overall and for the targeted subject areas for CAPP students for which data are available from the 1987-88 program year to 1989-90. Overall, the average GPAs of CAPP students declined slightly from 2.64 in 1987-88 to 2.60 in 1989-90. Decreases were also seen in the average GPAs of CAPP students for the majority of targeted subject areas: 8 percent decrease in English/Language Arts; 4 percent decline in Mathematics; 1 percent decline in Social Science; and an 8 percent decrease in Foreign Language. These findings are not unusual for two reasons:

- In general, the CAPP students were participating in a more rigorous academic program than prior to their involvement in CAPP, specifically with their enrollment in college preparatory courses. It was anticipated that the GPAs of these students, with more demanding classes, would decrease slightly; and

- Unpublished research conducted by the Santa Ana Unified School District has documented that student GPAs tend to decrease across time, particularly at the secondary school level.

In contrast, the average GPAs of CAPP students in science courses increased by 11 percent across the three-year funding period, from 2.64 in 1987-88 to 2.92 in 1989-90. Given the emphasis on science education in California in recent years, particularly with the implementation of a variety of statewide efforts targeting improved science education, the increase in the science grades of CAPP students is not unexpected.

Impact of the CAPP Program on Reducing Dropout Rates

Complexities in reporting state and local dropout information make direct comparisons of dropout figures difficult. Nonetheless, **there are strong indications that CAPP's activities are impacting the dropout rates of students.**

Dropout Rate of CAPP Students and CAPP Schools

The CAPP projects provided data on the dropout rate of CAPP students and CAPP schools. These data were provided in accordance with the CBEDS definition of a high school dropout--a student who: was formerly enrolled in grades 10, 11, or 12; has left school for 45 consecutive school days and has not enrolled in another public or private educational institution or school program; has not re-enrolled in the school; and has not received a high school diploma or equivalency certificate. The CBEDS system reports total numbers of students meeting this definition of dropout for grades 10, 11, and 12, as opposed to the dropout rate provided by the CAPP projects for partner schools, many of which serve grades 9 to 12.

Given this caveat, Figure 11 (page 90) presents the change in school dropout rate at CAPP schools for which data are available from the 1986-87 program year to the 1989-90 academic year. The dropout rate for those CAPP schools reporting dropout rates across the funding period declined from 10 percent in 1986-87 to 6 percent in 1989-90. As previously reported in Table 10 (page 87), only 2 percent of CAPP students dropped out of school at the close of the 1987-90 funding cycle. When compared with this figure, the dropout rate of CAPP students remains one-third that of CAPP schools. Moreover, qualitative data reported by the CAPP partnerships noted the substantial impact of CAPP activities on reducing the dropout rates of CAPP students. Thus, despite the difficulty in making direct numerical comparisons, there is strong reason to support the finding that **the activities of the CAPP partnerships played a significant role in the reduction of dropout rates for CAPP students.**

CAPP's Impact on Participating School Environments

Between 1987 to 1990, the experience of CAPP schools changed. While it is difficult to isolate the direct impact of CAPP in terms of these changes, the data presented below indicate that **the percentage of underrepresented students increased in three key areas: enrollment in college preparatory classes; completion of the college preparatory course sequence; and graduation from secondary schools.** Note that the figures below detailing statewide percentages include a duplicated count of the schools participating in the CAPP partnerships.

Ethnicity of CAPP Schools

The legislative mandate of CAPP required the CAPP partnerships to involve schools serving students from underrepresented ethnic groups. Figure 12 on page 91 presents the ethnicity of students enrolled in CAPP schools along with the ethnicity of students statewide in the 1989-90 program year. Nearly 69 percent of students at CAPP schools were from ethnic groups underrepresented in postsecondary education (34,758 students), compared to 42 percent of students in grades 6 to 12 from these groups statewide (1,005,356 students). Thus, the CAPP program achieved its legislative objective in providing services to schools with a large percentage of underrepresented ethnic groups.

Total Graduates from CAPP Schools

The ethnicity of all graduates from CAPP schools for 1987-88 and 1989-90 is shown in Figure 13 (page 92). Although Whites made up the majority of graduates at the start of this three-year funding cycle in 1987-88 (37 percent of all graduates or 2,267 students), most graduates in 1989-90 (40 percent or 2,334 students) were Hispanic. When compared to statewide figures, the percentage of graduates from underrepresented ethnic groups at CAPP schools was nearly twice that for all schools statewide (See Table 12 on page 93). Specifically, the percentage of all graduates at CAPP schools from underrepresented ethnic groups increased from nearly 50 percent in

1987-88 (2,950 students) to 54 percent in 1989-90 (3,140 students), compared to a statewide increase of from 28 percent (67,507 students) to 30 percent (73,642 students) across the same period. **The CAPP program has impacted the school environment across the funding period by providing opportunities for a greater number of students from underrepresented ethnic groups to graduate from secondary schools as compared to the number of statewide graduates from these groups.**

Graduates Completing College Preparatory Requirements

Figure 14 on page 94 presents the ethnic composition of graduates from CAPP schools completing college preparatory requirements for 1987-88 and 1989-90. (Recall that for the purpose of this evaluation, college preparatory requirements include those courses that would allow a student to become prepared for postsecondary study at four-year universities; more specifically, those courses meeting the "a-f" pattern required for admission to the University of California). Across the three-year funding period, the percentage of all graduates completing the "a-f" course pattern who were White decreased from 45 percent (776 graduates) to 43 percent (720 graduates), while the percentage of Hispanics completing these requirements increased from 20 percent (336 graduates) to 23 percent (385 graduates).

More important, when compared to statewide figures, the percentage of graduates from underrepresented ethnic groups completing the "a-f" course pattern at CAPP schools was greater than that at all schools statewide (See Table 13 on page 95). Specifically, in the 1989-90 program year, 23 percent of graduates from CAPP schools completing the "a-f" course requirements were Hispanic (385 students), compared to 13 percent of statewide graduates completing these requirements (7,298 students). Fourteen percent of graduates from CAPP schools completing the "a-f" course requirements were Black (231 students), compared to 6 percent statewide in the 1989-90 program year (3,910 students). Further, the percentage of graduates from CAPP schools completing the "a-f" course requirements who were White was nearly 20 percentage points lower than the statewide figures for the final year of program funding. **Across the funding period, the activities of the CAPP partnerships have affected the preparation of students for postsecondary education, as shown by the increased number of graduates at CAPP schools from underrepresented ethnic groups who completed college preparatory requirements as compared to the statewide percentage of graduates from these groups.**

Enrollment of Students In Selected College Preparatory Courses at CAPP Schools

Tables 14, 15, 16, and 17 (pages 96-99) compare the ethnicity of students from CAPP schools and all schools statewide for the 1987-88 and 1989-90 program year enrolled in algebra, advanced mathematics, chemistry, and physics courses, respectively. In all cases, the percentage of students from underrepresented ethnic groups enrolled in these courses at CAPP schools was nearly twice that of the enrollment figures statewide. Moreover, the increase across the 1987-90 funding cycle in the percentage of students from underrepresented ethnic groups enrolled in these courses at CAPP schools ranged from 8 to 14 percentage points, compared to increases ranging from just 2 to 4 percentage points statewide. Specifically, across the 1987-90 funding period:

- Enrollment of students at CAPP schools from underrepresented ethnic groups in algebra courses increased from 1,132 to 1,386 students (from 38 percent to nearly 50 percent of students in these courses), compared to a statewide increase of from 27,622 to 33,564 students (an increase of from 21 to 25 percent of students in these courses);

- The percentage of students from underrepresented ethnic groups enrolled in advanced mathematics courses at CAPP schools increased from 24 percent to 34 percent of students in these courses (from 461 to 740 students), compared to a 15 to 17 percent increase statewide (from 12,521 to 15,336 students);

- The percentage of students enrolled in chemistry courses at CAPP schools from underrepresented ethnic groups grew 14 percentage points (from 40 percent to 54 percent of the total enrollment in these courses, or from 985 to 1,551 students), compared to a statewide increase of just two percentage points from 22 percent to 24 percent of the total enrollment (from 22,251 to 25,067 students); and

- Enrollment of students from underrepresented ethnic groups in physics courses at CAPP schools increased from 27 percent to 35 percent of the total enrollment in these courses (from 311 to 398 students), compared to a statewide increase of from 15 percent to 17 percent (from 6,645 to 7,632 students).

In accordance with its legislative mandate, the activities of the CAPP partnerships over the three-year funding period have influenced course enrollments in these college preparatory courses by increasing the percentage of students from underrepresented ethnic groups enrolled in these courses at a rate from two to three times greater than that of students statewide.

CAPP's Impact on Curriculum and Instructional Practices

As reported below, the CAPP partnerships have focused project activities in a variety of curricular areas. A fundamental impact of the CAPP program has been on the revision and enhancement of curriculum and instructional practices at partner institutions to fulfill CAPP's mandate of improving the preparation of all students for college. The CAPP curriculum projects instituted a variety of teaching approaches in curriculum revision and enhancement. Students were introduced to cooperative learning groups and individual tutoring, with peer tutoring play a major role in enhancing student preparation. Multiple approaches to instruction were incorporated into project activities. Innovating interventions, as well as creative and diverse techniques, were adopted by the partnerships.

Curriculum Areas of CAPP Projects

Table 18 on page 100 presents the curriculum areas of the ten curriculum development projects. (Projects may be involved in several curriculum areas.) Of the 1987-90 CAPP projects, seven were involved in English programs, six each in science and math, three in social sciences, and one in foreign language. **Thus, the CAPP partnerships, taken as a whole, provided curriculum revision and enhancement in all major curricular areas of the college preparatory curriculum as per the legislative intent of the CAPP program.**

Areas of Project Activities and Student Services

Table 19 (pages 101 to 104) indicates the range of activities and student services provided by the projects for their participants. (The projects self-reported their areas of project activities and student services.) As shown in the table, these activities included: curriculum development; in-service; tutoring; testing; counseling; field trips; articulation; seminars/ conferences; team teaching; parental involvement; and summer programs, among others.

Projects also rated these activities as primary, secondary, or auxiliary activities of the partnership. As shown in the table, the majority of primary activities included:

- Curriculum development in target subject area(s);
- Curriculum revision/enhancement in target subject area(s);
- In-service for faculty;
- Articulation of curriculum;
- Articulation between secondary/postsecondary schools;
- Faculty attendance at forums/seminars;
- Conference presentations by faculty; and
- Field trips related to target subject area(s).

The majority of secondary project activities included:

- Tutoring by peers;
- Tutoring by college students;
- Counseling by peers;
- Counseling by project staff;
- Articulation of information;
- Articulation between secondary/secondary schools;
- Curriculum development in other subject areas;
- Curriculum revision/enhancement in other subject areas; and
- Teacher parent liaison (other liaison).

Finally, most projects reported the following auxiliary activities:

- In-service for counselors and parents;
- Team teaching (secondary faculty only);
- Summer programs for students; and
- Attendance at forums/seminars by counselors and parents.

The CAPP projects -- though serving different student populations -- utilized similar activities in meeting their unique, individual goals. **Taken together, these activities affected the curriculum and instructional practices of the CAPP partners to meet the mandate outlined in the CAPP legislation: to improve the preparation of all students for college.**

Impact of the CAPP Program on Faculty/Staff Development

A key component of the CAPP partnerships addressed faculty/staff development, particularly in providing opportunities for faculty/staff from secondary and postsecondary institutions to work together to enable more students to complete baccalaureate degree programs successfully. Several models of staff development were used by the CAPP partnerships to develop and enhance curricula. The common element of staff development was the working together as equals of secondary and college faculty, each group learning from the other as they worked to align curriculum with state frameworks and expectations of colleges and universities for entering freshmen. The curriculum development activities of the CAPP partnerships, as previously mentioned, resulted in cross-disciplinary approaches which strengthened the communication between faculty between and within institutions.

While the specific details of the faculty/staff development activities are described in the "Lessons Learned About Partnerships" section of this report, the information presented below points to the success of the CAPP program in involving faculty from diverse institutions and diverse curricular areas in faculty/staff development activities.

Secondary and Postsecondary Faculty Participants
Table 20 on page 105 indicates the numbers and percent of secondary and postsecondary faculty involved with CAPP curriculum development projects. As previously reported, the number of secondary and postsecondary faculty/staff participants in CAPP partnerships increased 172 percent across the 1987-90 funding cycle. Although a total of 1,379 faculty/staff participated in CAPP activities, secondary outnumbered postsecondary by nearly a three-to-one margin. This finding is not surprising, given that the emphasis of the CAPP program on curriculum revision/enhancement at the secondary level to increase student preparation for postsecondary education. Qualitative data from the CAPP partnerships reinforced the importance of the involvement of secondary faculty in partnership activities, particularly in the curriculum development process.

Faculty Participants by Institutional Level and Curriculum Area
Table 21 on page 106 presents the number of CAPP faculty participants by institutional level and curriculum area. The vast majority of faculty participants were from senior high schools, followed by elementary/junior high schools, the University of California, and the California State University. Across the three-year funding period, CAPP faculty/staff came from a variety

of curricular areas, including counseling/student services and administration. Specifically, more than 20 percent of the faculty/staff participants came from the areas of science (25 percent or 144 participants) and mathematics (23 percent or 132 participants). One-fifth, or 120 of CAPP faculty/staff were administrators, and 15 percent of faculty/staff participants (88) were from the counseling/student services area. **Through the involvement of faculty/staff from a variety of curricular areas, the CAPP program was well equipped to impact both students and school environments in meeting its mandate of preparing students for higher education.**

Outcomes of the Individual 1987-90 CAPP Curriculum Projects

In addition to the previously aforementioned impacts of the CAPP curriculum projects, taken together as a whole, the individual CAPP curriculum partnerships have reported significant outcomes across the three years of CAPP funding. The chart on the following pages presents for each CAPP curriculum project, in summary form, a description of:

- Project partners and targeted subject areas;
- Major goals; and
- Significant results of the partnership.

Further descriptions of the significant achievements of the 1987-90 CAPP projects are reported in Volume II of this Cumulative Report.

GOALS AND SIGNIFICANT OUTCOMES OF THE CAPP 1987-1990 PROJECTS

Project and Partners	Goals	Significant Results
Language and Content Enrichment: Academic Partnership for Curriculum (#21 Huntington Beach-Long Beach) **Partners:** Huntington Beach Union School District Long Beach Unified School District Golden West Community College Long Beach City College California State University, Long Beach **Target areas:** • English • Social science	• Increasing the number of targeted students in postsecondary education. • Improving student performance in English and history/social studies. • Expanding the number of students taking PSAT and SAT tests. • Improving curriculum and teaching techniques. • Identifying student study areas of needed improvement. • Disseminating admissions and financial aid information to students and parents. • Developing and disseminating a project newsletter & faculty Curriculum Handbook.	• An increase from 79% to 94% since the start of the CAPP partnership in the number of students planning to continue with a college education, as reported in the project's student evaluation questionnaire. • The number of students taking PSAT increased from 7 in the first year of the partnership to 160 in 1989-90. • Guest speakers and field trips to the partner community colleges and CSULB were extremely well-received by students. • A strong collaboration developed between social studies and language arts teachers, as reported in teacher surveys.

Project and Partners	Goals	Significant Results
Academic Partnership in Science Education (APSE) (#22) (Pasadena) **Partners:** Pasadena Unified School District Pasadena City College California State University, Los Angeles University of Southern California **Target Area:** • Science	• A least 50% of students enrolled in APSE classes will enroll in a postsecondary · education institution upon graduation. • At least 65% of the ninth graders enrolled in the APSE science program will have successfully completed specified coursework in laboratory science and mathematics by 1990. • The curriculum for a Life Science/Physical Science/Pre-Algebra ninth grade program will be refined to prepare the future classes for success in both coursework and in the PSAT and MDTP tests. • At least 50% of the APSE students will have taken the SAT by 1990, and 50% of these students will have a combined score of at least 800. • Parental and community support for the academic partnership will grow through the attendance of a least 50% of the students' parents at a minimum of two meetings on academic preparation. • The APSE will disseminate information about the partnership by presenting papers and panels at various conferences. • By 1990 the science and mathematics ninth grade curriculum will be accepted into the curriculum at each district high school. • By 1990, the Health Science, Computer Science, and Career Planning teachers will have developed curricular programs coordinated with the ninth grade science and mathematics curriculum.	• An enhanced mathematics/science curriculum, with an emphasis on exemplary applications, was implemented in two of the partnership schools. • The number of parents participating in CAPP sponsored events increased 130% from the first year of the partnership. • Information on the partnership was disseminated at local, state, and national conferences, with papers on partnership activities published in professional journals. • The partnership was selected as a CAPP 1990-93 demonstration project.

Project and Partners	Goals	Significant Results
Academic Partnership to Develop Mathematics and Science Curricula (#23) (Delano-Porterville) **Partners:** Delano High School District Porterville High School District Porterville College California State University, Bakersfield **Target Areas:** • English • Science • Mathematics	• Strengthening communication between mathematics and science teachers within and between the participating institutions. • Improving competencies among participating teachers in mathematics and/or science content. • Articulating junior and senior high school mathematics and science curricula with the participating school districts. • Increasing student performance on state and national normative examinations in mathematics and science. • Expanding participation of representative minorities in the partnership high school mathematics and science courses. • Increasing the percentage of graduates from participating high schools entering college. • Increasing the number of high school graduates especially minorities, declaring mathematics or science majors in college. • Integrating the recommendations of the California Department of Education and the Joint Statement of Competencies in Mathematics and Natural Science within junior and senior level preparatory courses. • Institutionalizing model mathematics and science courses within partner districts. • Producing and disseminating model curricula.	• Project activities increased communication between math and science teachers and improved the competencies of participating teachers. • Standardized test scores in Biology and Chemistry increased across the three years of the partnership, particularly for under-represented students. • The number of CAPP students matriculating into postsecondary institutions grew across the funding cycle. • CAPP-sponsored equipment purchases allowed for incorporation of model mathematics and science courses at the partnership schools.

Project and Partners	Goals	Significant Results
Academic Partnership: Teaching for Transition from High School to College (#24) (Dos Palos) **Partners:** Oro Loma Elementary District Dos Palos Joint Union High School District Merced Community College California State University, Stanislaus **Target areas:** • English • Social Science	• All Dos Palos High School students who have the potential will go to college with the skills needed for success. • Minority student participation in college preparatory courses will increase to the level equivalent to that of the total student population. • College experiences through team teaching with the Television Learning Network will expand student's opportunities for success in college. • A model CAP alignment and preparation guide for English and social sciences will be disseminated. • CAPP project models will be disseminated to all interested parties. • CAPP Language Arts/Social Science curriculum models will be implemented in non-targeted disciplines within the participating schools.	• The number of underrepresented students in college preparatory English/Language Arts courses increased by 14% across the funding period, to a percentage nearly to equal that of the total student population. • Both the number of students taking college entrance examinations and the number of students enrolling in postsecondary institutions grew across the three years of CAPP funding. • Curriculum guides were disseminated that described the partnership's curriculum revision process. • The partnership was selected as a CAPP 1990-93 demonstration project.

Project and Partners	Goals	Significant Results
Pens, Papers, Partners: The Mid-City Writing Project (#25) (Oakland, Bret Harte) **Partners:** Oakland Unified School District University of California, Berkeley East Bay Consortium of Educational Institutions **Target area:** • English	• To provide training in the teaching of writing to Bret Harte faculty members. • To extend the CAPP-developed writing-across-the-curriculum writing program to incoming seventh grade students. • To provide a staff and student outreach program to feeder elementary schools to improve student writing. • To provide the entire Bret Harte faculty with additional training in writing. • To increase faculty involvement resulting in expanded language-based learning experiences with students in all areas of curriculum. • To provide teachers with an additional resources for teaching writing as a process. • To enhance the quality of life for Bret Harte families by acquainting them with the advantages of a postsecondary education. • To provide information to Bret Harte teachers and students about student growth in writing.	• Through in-service training, summer workshops, teacher grants, and interdisciplinary planning, a writing-across-the curriculum program was established at Bret Harte Junior High School. • More than 450 students participated in a poets-in-the-classroom program to encourage student writing. • Parents writing nights were successful in acquainting parents with the advantages of postsecondary education for their children. • The partnership produced and disseminated numerous poetry books, newsletters and other publications showcasing student work.

Project and Partners	Goals	Significant Results
Academic Partnership for Improving Life Science Instruction and Post-secondary Access (#26) (Oakland Health Academy) **Partners:** Oakland Unified School District Samuel Merritt College of Nursing **Target Areas:** • Science • Mathematics	• To expand student learning in science and mathematics. • To strengthen science teaching at the secondary and postsecondary level. • To develop science teaching materials. • To increase college and retention rates. • To disseminate project activities.	• CAPP student grade point averages and standardized test scores in mathematics and science increased across the three years of CAPP funding. • Over 90% of CAPP students were attending postsecondary institutions at the close of the funding period. • Participating faculty reported increased knowledge and understanding of curriculum through working collaboratively with teachers in developing science teaching materials. • The partnership was selected as a CAPP 1990-93 demonstration project.

Project and Partners	Goals	Significant Results
Academic Partnership to Provide Intervention Strategies Improving Academic Preparation (#27) (Oroville) **Partners:** Oroville Elementary School District Oroville High School District Butte Community College California State University, Chico **Target Area:** • Mathematics	• To decrease the dropout rate at Las Plumas High School by 50%. • To expand the number of students enrolling in college preparatory mathematics courses at Las Plumas High School by 50%. • To increase the number of advanced placement mathematics courses. • To increase the number of tenth grade "at risk" drop out students at Las Plumas High School who take the PSAT or PACT+ tests by 75%. • To expand the number of Las Plumas High School Students who take college entrance examinations by 50%. • To increase the number of Las Plumas High School Students who meet the mathematics entrance requirements for postsecondary matriculation by 50%.	• The number of CAPP students taking the SAT examination increased 42% across the funding period. • The number of students meeting mathematics entrance requirements for postsecondary matriculation increased by nearly 40% over the three years of CAPP funding. • Field trips to partner institutions and local business were well-received by students. • The partnership was selected as a CAPP 1990-93 Demonstration Project.

Project and Partners	Goals	Significant Results
The Golden Eagle Academic Partnership Program (#28) (Los Angeles) **Partners:** Los Angeles Unified School District California State University, Los Angeles California State University, Bakersfield University of Southern California **Target Areas:** • English • Science • Mathematics • Social Science • Foreign Language	• To develop an intersegmental program that ties together all strands of the existing school academic life and management needs with academic partnerships with selected universities/colleges and with parental, student, political, civic and services of the community. • To implement a professional development program for all participating professors and Bell High School Teachers within the target areas of Mathematics, Science, Foreign Language, Social Studies, and English Language. • To implement a curricular and academic development program that will focus upon enhancing counseling through a mentor program and produce the outcome, at the conclusion of CAPP/CPEC funding, that more Hispanic students recognize that they possess the potential to achieve and be successful in postsecondary education. • To develop and implement a direct student intervention program that can be institutionalized.	• A strong professional development program has been established at Bell High School as a result of CAPP-sponsored activities. • The number of applications for post-secondary education among Bell High School students increased 32% across the funding period. • A student outreach and mentoring program was developed by the partnership to enhance counseling efforts. • The partnership established an on-going student intervention program to allow underrepresented students the opportunity to experience the postsecondary environment.

Project and Partners	Goals	Significant Results
Project STEP: An Academic Partnership for the Advancement of Learning (Showcase #7) (Santa Ana)	• To improve academic preparation in mathematics and science for all students, particularly for underrepresented minority students.	• The number of underrepresented students from Project STEP attending postsecondary institutions increased nearly 50% across the 1987-90 funding cycle.
Partners: Santa Ana Unified School District Rancho Santiago Community College California State University, Fullerton University of California, Irvine	• To develop future teachers in mathematics and science for all students, particularly for underrepresented minority students.	• The number of students demonstrating an interest in teaching as a career increased steadily each year of the 1987-90 funding cycle.
	• To develop a comprehensive model of intersegmental collaboration designed to address the areas of curriculum review, staff development, and student academic preparation.	• Project STEP produced and disseminated a comprehensive model of intersegmental collaboration: A Handbook for the Establishment of Partnerships for the Advancement of Learning.
Target Areas: • English • Science • Mathematics	• To disseminate the model components as well as the complete comprehensive model to the intersegmental academic community.	• Partnership institutions have committed to the institutionalization of the partnership through in-kind support of partnership efforts to incorporate project activities into on-going district operations.
	• To institutionalize the comprehensive model through the establishment of a permanent intersegmental partnership.	

Project and Partners	Goals	Significant Results
Gateways Through Academic Partnerships (Showcase #8) (Watsonville) **Partners:** Pajaro Valley Unified School District University of California, Santa Cruz **Target Areas:** • English • Science • Mathematics	• Expanding the interest of target group students in PVUSD's junior and senior high schools in studying science and mathematics. • Exploring the feasibility of providing a televised "homework helpline" for mathematics students. • Enlarging the number of Watsonville High School students participating in the Gateways courses: Introduction to Algebra, College Preparatory Physical Sciences, and General Transitional English. • Increasing the enrollments in selected college preparatory science and mathematics courses. • Augmenting the numbers of graduating students completing all subject requirements for admission to the University of California. • Initiating procedures for monitoring progress of students in the target population through admission to a postsecondary institution. • Increasing participation of teachers in staff and curriculum development activities. • Updating the Gateways courses to incorporate teaching strategies responsive to the target students' learning needs. • Extending the project's activities to other schools within the district and elsewhere. • Disseminating information regarding the project's activities and significant learning to interested educators outside of the district.	• The numbers of targeted students participating in partnership-developed courses increased substantially across the 1987-90 funding cycle. • The number of targeted students completing the University of California "a-f" entrance requirements increased by 85% from the 1987-88 program year. • Courses and curriculum incorporating new teaching strategies were developed by the CAPP partnership. • The partnership was selected as a CAPP 1990-93 demonstration project.

Outcomes of the 1987-90 CAPP Assessment Projects

Assembly Bill 2398 authorized CAPP's assessment projects to "establish a voluntary cooperative program for the academic assessment of secondary school students in the state." More specifically, the legislation addressed the increased use of assessment instruments to:

- Reduce the demand for remedial programs;
- Analyze student readiness for college-level work; and
- Identify the academic needs of students for teachers, counselors, and parents.

In the 1987-90 funding cycle, CAPP funded two assessment projects: the Mathematics Diagnostic Testing Project (MDTP); and the Reaching University Writing Standards partnership. Specific details and outcomes of these partnerships are presented below.

The Mathematics Diagnostic Testing Project

The MDTP was established in 1977 as a joint project of the California State University and the University of California. Initially, the MDTP was founded to determine mathematics competency areas necessary for student success and to develop diagnostic tests to assess skills in these areas. Since 1984, CAPP has supported MDTP's direct services to secondary schools. This has allowed the MDTP to provide, at no charge, test and scoring services to students, teachers, schools, and districts throughout the state. The California State University and University of California continue to support the research and development activities of the MDTP.

The MDTP provides middle and high schools with:

- Readiness tests at four levels: beginning algebra, second year algebra, pre-calculus, and calculus;
- Diagnostic results to teachers, students, and parents; and

- Workshops and consulting services for interpreting test results, and improving mathematics curriculum throughout the state.

The MDTP tests assess material essential for continued success in subsequent mathematics courses, and help to identify specific topics in which students need better understanding. New tests are currently under development by the MDTP, including tests with geometry items and "calculator active" test, in which effective strategies for problem solving include the use of calculators.

MDTP tests are scored at 10 project sites located throughout California. Detailed diagnostic information is returned within one week to teachers and students. Students receive information on topics done well and topics needing more study, while teachers receive a report on class performance on the class as a whole, on each test topic, and on each test question. **Across the 1987-90 funding period, over 850,000 MDTP tests were scored, a 75 percent increase compared to the more than 486,000 tests scored in the 1984-87 period.**

The MDTP has also served as a clearinghouse providing information about materials and programs designed to strengthen mathematics education. The project publishes a newsletter for teachers and curriculum consultants. **Across the 1987-90 funding period, more than 15,000 copies of the newsletter were distributed throughout California. MDTP site directors had nearly 1,000 contacts from 1987-88 to 1989-90 with teachers, mathematics specialists, counselors, and principals with emphasis on developing appropriate and effective use of the tests.**

In addition, MDTP has sponsored regional conferences annually for mathematics educators to inform users and prospective users about MDTP services, and to stimulate discussions about creative responses to test results and related curricular issues. **More than 900 teachers attended MDTP user conferences across the 1987-90 funding period. MDTP staff made presentations about the project to more than 1,000 educators regarding diagnostic testing in mathematics over the three years of funding. Nearly 900 educators also attended presentations by MDTP staff at local and university symposia and meetings of summer teacher institutes.**

The partnership has continued to work with the UCLA Center for the Study of Evaluation on a longitudinal examination of the impact of school participation in the MDTP. Specifically, the study is designed to address whether:

- Students whose teachers have used MDTP tests show evidence of improved skills and better preparation for college mathematics;

- Teachers participating in the MDTP program modify subject matter emphasis in the classroom; and

- Students from varied backgrounds receive comparable benefits from the MDTP program.

In 1990, MDTP staff, with assistance from ETI, undertook a study to determine the ethnicity of students taking the MDTP tests. This information was gathered separately from performance data to identify the characteristics of students taking the tests. Preliminary results indicate that **the population of students who took the MDTP is reflective of the statewide student population, i.e., students from groups with low postsecondary participation rates were served in numbers approximately proportional to their share of the total state student population.**

Based on recommendations in CPEC's 1988 Evaluation of the California Academic Partnership Program, the California State University, working with the CAPP Advisory Committee and the MDTP Steering Committee, developed legislation to fund the MDTP as a separate program from CAPP. With broad support from a coalition of statewide educators, Assembly Bill 2240 (Hughes) was signed by the governor, authorizing the establishment of the MDTP apart from CAPP. However, funds have not yet been provided to support the MDTP as a distinct program. CAPP has committed to continue fiscal and administrative support to the MDTP until such funds are made available.

The following chart presents, in summary form, the goals and significant results of the MDTP across the 1987-90 funding cycle.

Project and Partners	Goals	Significant Results
Mathematics Diagnostic Testing Project (Assessment #A) **Partners:** California State University (5 sites) University of California (5 sites) **Target area:** • Mathematics	• To provide test materials and scoring services to all California mathematics teachers and schools who request them. • To continue development of an effective network of regional scoring sites that serve as resources to local schools and districts. • To support the development of an effective network of senior and junior high school mathematics teachers based upon the use of the Algebra Readiness Test. • To provide leadership in the mathematics education community of California. • To work with the UCLA Center for the Study of Evaluation on its longitudinal study of the effects of diagnostic testing, especially MDTP tests, with special attention to the impact of using such tests for several years on mathematics teaching and learning in secondary schools.	• Over 850,000 MDTP tests were scored from throughout California across the 1987-90 funding period, a 75% increase from the 1984-87 funding cycle. • More than 5,000 educators have received the MDTP newsletter semi-annually with information on current trends and issues in mathematics education. • MDTP-sponsored user conferences have brought teachers from all educational levels together to support mathematics education. • The MDTP has established a user network among the California Community Colleges.

Reaching University Writing Standards

The Reaching University Writing Standards partnership grew out of the Writing Exam for Eleventh Graders CAPP Assessment Project in the 1984-87 funding cycle. The major goals of this original partnership were teaching students to revise their written text, and training high school teachers to evaluate student essays holistically. Specifically, the Writing Exam project developed a program where potentially college-bound eleventh-grade students wrote essays similar to those required in the University of California's Subject A Examination and the California State University's English Placement Test. Students received feedback on their completed essays with comments designed to help them revise the essays, and teachers participated in training workshops to learn how to facilitate students' growth as writers.

Based on the results of this first project, CAPP funded the Reaching University Writing Standards partnership to translate into book form the experiences of the Writing Exam for Eleventh Graders project. The completed text, Teaching Analytical Writing, was published in 1988. Initially, the text was conceived as a vehicle to disseminate the writing examinations and models for commenting on student drafts as developed in the original Writing Exam project. As published, the book also included:

- An introduction to analysis as central to writing in the university and professional world;
- Examples of how to foster analytical thinking in elementary school classrooms; and
- Methods for teachers to use in evaluating students' writing and in helping students evaluate their own writing.

More than 2,000 copies of Teaching Analytical Writing have been distributed to date, including distribution through the California Writing Project. Authors of the text have also developed and sponsored a variety of presentations on the text to teachers and administrators. More than 200 teachers attended one such presentation, the "Bringing It All Together" teacher conference sponsored by the Reaching University Writing Standards partnership. Feedback on the book has been uniformly positive, with many teachers noting that the book fills a significant gap in the literature on schools-university writing. College faculty have demonstrated interest in using the book to help train composition instructors in their own departments.

The Teaching Analytical Writing text included a chapter on helping language minority students think and write analytically. Early reactions to this chapter led the Reaching University Writing Standards partnership to develop a second book, Through Different Eyes: Resources for Language Minority Students Across the Disciplines. This text is designed to be useful to the majority of California's teachers, offering teachers of English, ESL, social studies, mathematics and science ways to enable immigrant students to achieve their full potential. The first draft of the Through Different Eyes text was completed in 1990, with publication anticipated in 1991.

The chart on the following page illustrates the goals and significant results of the Reading University Writing Standards partnership across the 1987-90 funding period.

Project and Partners	Goals	Significant Results
Reaching University Writing Standards: A UCLA-CSUN Schools Academic Partnership Program (Assessment #C) **Partners:** Los Angeles Unified School District California State University Northridge UCLA's Center for Academic Interinstitutional Programs UCLA Writing Program **Target area:** • English/Language Arts	• Enhancing writing abilities of potentially college-bound student writers throughout California by distributing and publicizing Teaching Analytical Writing. • Enhancing writing abilities of potentially college-bound student writers throughout California by using the Writing Project and other networks to train teachers and trainers of teachers. • Evaluating the first edition of Teaching Analytical Writing. • Forming an intersegmental workgroup to write a book on teaching analytical reading and writing to language-minority students (an ESL text). • Completing the first draft of the entire manuscript.	• More than 2,000 copies of the Teaching Analytical Writing text have been distributed. • Presentations on the Teaching Analytical Writing were made statewide to train teachers and trainers of teachers. • Evaluation surveys of Teaching Analytical Writing have been uniformly positive. • The first draft of a second text focused on language minority students, Through Different Eyes: Resources for the Teaching of Language Minority Students Across the Disciplines, was completed.

Lessons Learned About Partnerships

This section of the cumulative report details the lessons learned about partnerships as revealed through the experiences of the 1987-90 CAPP projects. In particular, qualitative outcomes of the CAPP partnerships are presented in terms of: significant achievements of the 1987-90 CAPP projects; successful elements of school/college collaboration, as evidenced by the CAPP partnerships; and dissemination and institutionalization efforts of the CAPP projects; lessons learned about curriculum revision, serving underrepresented students, and impacting the college-going rate; and the impact of CAPP's administration.

Lessons Learned About the 1987-90 CAPP Partnerships

Across the three year funding period, the CAPP projects demonstrated broad intersegmental collaborative efforts, with 71 partners from all educational segments in California participating in CAPP partnerships. In particular, Table 22 on page 107 presents an unduplicated list of the partners participating in CAPP curriculum development projects across the 1987-90 funding period. Thirty-five secondary school partners, 14 secondary school district partners, and 22 partners from postsecondary institutions participated in CAPP projects. Table 23 on page 108 details the partners for each CAPP partnership across the 1987-90 funding cycle by educational segment. Thirteen secondary school districts participated in CAPP partnerships. Seven of the California Community Colleges and seven California State Universities formed part of the 1987-90 CAPP partnerships. Four institutions from the University of California and three independent colleges also participated in CAPP projects across the funding period.

Three key findings illustrate the solid school-college collaborative efforts established by the 1987-90 cycle of CAPP projects:

- The partnerships laid the foundation for long term working relationships among project personnel and partner institutions;

- A strong sense of ownership and commitment was established, with the firm leadership of individual project directors, to provide communication opportunities for all project participants; and

- The partnership experience served to leverage other funding for CAPP-related activities and other joint projects, demonstrating the development of viable, working partnerships to continue beyond CAPP funding.

More specifically, the achievements of the CAPP partnerships, as detailed below, provide a sense of the growth and maturation of the CAPP partnerships over the 1987-90 funding period. Certain results achieved during year one of a partnership would be less noteworthy had they taken three years to achieve and been obtained during 1989-90. Thus, these outcomes are presented on a yearly basis.

Significant Achievements 1987-88 (Year One)

During the first year of funding, specific areas of program-wide strength, improvement, or increased emphasis by CAPP projects were observed. Most projects shared similar experiences in terms of establishing and clarifying goals, baseline data, steering committees, partnerships, internal evaluation goals, etc.:

- In general, project teams worked well together and were aware of internal program benchmarks. (Several projects compared their 1987-88 experiences to the "first year of a marriage", where they were forced to develop a solid working relationship.)

- Project partners developed a "shared vision" regarding the mission of the partnership specifically and CAPP program in general.

- The projects reported large numbers of "unanticipated outcomes" that resulted from their partnerships. In most cases, these were unforeseen effects that positively impacted their participating students and faculty as well as the large community of teachers, school and communities.

- The projects made extensive use of peer tutors and counselors that resulted in positive outcomes for both tutors/counselors and students.

- Varied approaches to parental involvement were incorporated into project activities, e.g., field trips, home visits, committee work, etc.

- The projects received enthusiastic support from districts, administrators, secondary and postsecondary faculty, students, parents, communities, etc.

- Steering Committees were informed of project activities. In most cases, these groups helped to steer the projects toward their goals. In general, steering committees with individuals more closely involved with the project met more frequently and successfully than committees with widely-recognized-but-not-frequently-available "names".

- Projects identified concrete, largely measurable goals. Goals were streamlined, simplified and brought into sharper focus. (The projects moved away from the vagueness of their original proposals to concrete goals and specific workplans.)

- The role of the internal evaluator was defined by the projects. Internal evaluators's roles varied from project to project. Most were actively involved in assisting in both internal and external evaluation needs.

- The projects adopted diverse approaches in identifying and collecting appropriate baseline data, coordinating data sources, utilizing internal evaluators, etc.

- Dissemination efforts were begun, some earlier than anticipated. However, for most partnerships, dissemination activities were scheduled for the second and third years of the grant.

- Institutionalization efforts also began. As is true for dissemination efforts, most partnerships had not developed specific institutionalization plans, viewing these efforts as more appropriate for the latter years of the partnership.

Significant Achievements 1988-89 (Year Two)

During the second year of the 1987-90 CAPP funding cycle, the CAPP curriculum and assessment partnerships reported a variety of significant achievements, including the following:

- Stronger partnerships, with more clearly defined roles of participants, were evident.

- Project saw an increased emphasis in teaching "across the curriculum".

- Systematic attempts to document curriculum revision and enhancement processes were undertaken.

- Project leaders increased efforts to incorporate innovative approaches to involve parents and families in their CAPP projects and postsecondary education aspirations.

- Various "spill over" effects on students, parents, teachers, schools, districts, and communities were documented as a result of project activities.

- The relationship between project activities and project goals was more closely linked.

- Steering Committees continued to meet and impact project practices and progress.

- Projects adapted to staffing changes as new team members are added and others departed. Transitions, for the most part, were smooth.

- Significant improvement was made in managing and reporting quantitative evaluation data. The data collection and report writing undertaken as part of the evaluation process helped to drive projects toward accomplishing their goals.

- The CAPP evaluation reporting timeline was revised to more accurately reflected when data are available to projects and was more realistic in terms of other demands on project staff. As a result, overall project attitudes toward evaluation and the CAPP Advisory Committee significantly improved.

- A greater awareness of the need for postsecondary tracking and follow-up was noted, especially to retain students in college (not just get them enrolled).

- CAPP projects increased the extent of their interactions with other CAPP projects, sharing information related to institutionalization, dissemination, parental involvement, tracking students, etc.

- Both dissemination and institutionalization efforts moved beyond planning, with the partnerships utilizing diverse approaches to dissemination and targeting diverse audiences.

- Projects began to identify additional funding sources for continued support past 1989-90.

Significant Achievements 1989-90 (Year Three)

In the third and final program year, both curriculum and assessment projects noted several accomplishments of specific relevance to the close of the funding cycle:

- Projects welcomed the opportunity to show the breadth of impact of the CAPP program by reporting a "nose count" of all students receiving some degree of impact from the CAPP partnership.

- A greater number of teachers participated in CAPP activities during 1989-90. Project directors also noted a greater interest of non-CAPP teachers to share in partnership activities.

- The ten CAPP curriculum development projects made greater use of materials and services offered by the two CAPP diagnostic testing projects (Mathematics Diagnostic Testing Project and UCLA Writing Project) in year three.

- Projects augmented parental involvement activities in year three of the partnership, with a substantial increase in the number of parents participating in CAPP-sponsored activities.

- Steering Committees played an important role in guiding projects in planning for 1990-91 activities and researching alternate funding sources.

- Projects actively prepared substantial, detailed dissemination documents in year three, including curriculum guides, curriculum workbooks, brochures, newsletters, etc.

- CAPP participants participated in a greater number of conferences and educational forums in the third year of the partnership, sharing information learned through the CAPP-sponsored intersegmental collaborative efforts.

- Projects reported increased efforts in grant writing and obtaining outside funding for partnership activities, and for other activities arising from partnership efforts.

- The curriculum development projects instituted plans for student tracking and follow-up beyond the CAPP funding cycle.

- Despite the substantial effects of the Loma Prieta earthquake on several of the partnership programs, and some unforeseen administrative changes in some projects, all projects reported that their third year activities progressed on schedule.

Successful Elements of School/College Collaboration

In reviewing the achievements and outcomes of the CAPP partnerships across the three year funding cycle, certain elements were evident as critical to the success of the partnerships. Specifically:

- Communication--open and on-going between project administrators, faculty, and staff, on a frequent basis.

- Frequent contact and meetings of project participants;

- Mutual respect and trust, with equal ownership of goals and activities;

- Commitment to mutually agreed upon, clearly defined goals and objectives; in other words, a sense of shared vision for the partnership;

- Recognition of the necessity to modify project activities when necessary.

- High-level administrative support and acknowledgement of project;

- Integration of the partnership between and among the partners;

- Clearly defined, shared responsibilities and accountability among partner institutions and project participants

- Acknowledgment of the long-term value of change;

- Nourishment of a sense of pride and belonging;
- Availability of flexible resources for strategic use, along with coordination of existing resources;
- Involvement of parents, the community, and local businesses in the partnership;
- Faculty satisfaction with the partnership;
- Availability of adequate time to affect change;
- Attention to group dynamics and recognition of the developmental process of change in the partnership;
- Sharing common functions and processes independent of the strength of the individuals involved; and
- Strong belief in empowerment of all partners.

Not surprisingly, these elements are similar to those reported by Dennis Galligani and Gene Maeroff in the Introduction to this report describing effective elements of academic partnerships. The 1987-90 CAPP partnerships not only incorporated the findings from the first cycle of CAPP projects in planning activities, but also participated in Dr. Galligani's 1990 research on partnerships. Through their experiences, the CAPP projects served to enrich and expand the knowledge base of partnerships.

Lessons Learned About Curriculum Development

In addition to the significant achievements of the CAPP partnerships, the CAPP projects learned important lessons regarding curriculum development/enhancement, particularly with respect to the alignment of curriculum with state frameworks and expectations of colleges and universities for entering freshmen. Specifically:

- Successful curriculum-enhancement efforts have been based upon school needs, with postsecondary institutions having a clear understanding and support for the agenda of secondary schools. In this regard, partnership activities have focused on appropriately enhancing the secondary curriculum to prepare students better for higher education;

- The expertise of postsecondary faculty has been most valuable when addressing: attaining extramural support; relating the skills students need for success in postsecondary education with secondary curriculum; and sharing new trends in academic disciplines to enrich curriculum development efforts;

- The most worthwhile information shared by secondary school faculty in the partnerships has included knowledge of state frameworks, textbook adoption, curricular development processes, and the educational challenges associated with culturally and linguistically diverse students;

- Successful partnership events have been hosted at the school site, reinforcing the idea of the teacher as expert and allowing for postsecondary faculty to interact with CAPP students; and

- Teachers at all partner institutions have shared a commitment to implementing curricular change.

Serving Underrepresented Students

The CAPP partnerships also acquired much information in terms of serving students from groups underrepresented in postsecondary education across the 1987-90 funding period. Some of the significant lessons learned by the projects in this area included:

- Having partnership activities benefit the entire school population--while support activities focused on underrepresented students, curriculum enhancement was designed to serve all students;

- Eliminating the placement of students on specific "tracks" that limit their opportunities for success;

- Focusing staff development activities on interactions in multi-cultural classroom environments, to enable students to learn each other's cultures; and

- Working with feeder elementary schools to begin serving underrepresented students at an early stage.

Impacting the College-Going Rate

Across the 1987-90 funding period, the CAPP partnerships learned several effective methods to increase the college-going rate of students. In particular, six important techniques were demonstrated by the projects, including:

- Enhancing the recruitment of underrepresented students into college preparatory programs, through the use of educational opportunity resources, community service organizations, and encouraging teachers and fellow students to identify potential students;
- Offering support for underrepresented students, through role modeling with students of similar backgrounds, minority professionals, mentoring programs, and career planning;
- Providing career planning so that students understand the educational requirements of jobs/professions and career education paths;
- Exposing students and parents to college campuses of all segments, through field trips, on-campus workshops, etc.;
- Involving parents and families as support elements; and
- Emphasizing the importance of college aspiration as opposed to simply college potential.

Dissemination

Throughout the 1987-90 funding period, all 12 CAPP projects have disseminated information about their partnerships, serving to reinforce and expand project activities. Some of the many dissemination activities undertaken by the CAPP projects included the following:

- Conference presentations at the local, state, and national level, to such organizations as the American Association of Higher Education (AAHE), the California Association of Bilingual Educators (CABE), and the California Association of Teachers of English as a Second Language (CATESOL);

- Articles in professional journals and related publications;
- Teacher workshops and conferences on the CAPP partnership and revised/enhanced curricula;
- Teaching handbooks describing the CAPP model, the curriculum revision/enhancement process, and partnership activities;
- Distribution of enhanced curriculum and curriculum guides developed by the partnership;
- Project brochures describing partnership goals and activities;
- Participation in community events;
- Media coverage of project events by local newspapers, radio, and television;
- Project newsletters distributed to students, parents, administrators, faculty, staff, school board officials, and the community; and
- Presentations on partnership activities at "back to school" parent nights.

CAPP complements other statewide efforts to increase college preparation of underrepresented students by identifying principles by which the effectiveness of school-college partnerships can be enhanced and by disseminating such principles to assist other statewide partnership efforts.

Institutionalization

The 12 CAPP partnerships have implemented a variety of activities to assure continuation and use of project practices and products at the close of CAPP funding. For the most part, institutionalization involved the incorporation of several aspects of the partnership into daily school operations, including:

- Revised/enhanced curriculum;
- New courses developed by the partnerships;
- CAPP-sponsored purchases of equipment and manipulatives;

- Student support activities, such as field trips, science fairs, etc.;

- Parental activities;

- Portfolio assessment techniques; and

- Promotional activities related to PSAT, SAT and PACT+ testing.

Participating school districts have declared explicit support for continuation and expansion of CAPP activities. In one instance, the concepts underlying the overall CAPP mission have been incorporated into the district's mission statement. Four CAPP partnerships have been selected as CAPP 1990-93 demonstration projects, to serve as mentors to new CAPP projects, to assist 1987-90 CAPP curriculum projects in continuing project activities beyond 1990, and to collect longitudinal data on their project's impact. Five projects received CAPP-Eisenhower grants to continue expansion of project in-service activities in 1990-91.

Finally, the CAPP projects have established strong relations with other non-partnership schools, which has often led to the development of new partnership projects based on the CAPP model. CAPP projects have also applied for new funding grants to implement programs and activities developed from the original CAPP partnership.

The Impact of CAPP's Administration

The administration of the CAPP program--the California State University, the statewide CAPP director, the CAPP Advisory Committee, and the liaison designees--has had an important influence on the development and success of the CAPP partnerships across the 1987-90 funding period. In particular:

- The statewide CAPP director served as a important link for the CAPP projects, specifically in terms of addressing administrative issues and sharing information among CAPP projects and other statewide educational improvement efforts;

- The stewardship provided by the CAPP Advisory Committee in addressing concerns raised by the CAPP projects in a timely fashion enabled the establishment of a supportive and nurturing environment for the growth and development of the partnerships;

- The role of the liaison designees, specifically the CAPP project liaisons, was critical in representing the interests of the CAPP partnerships to the entire CAPP administration;

- The intersegmental nature of the CAPP Advisory Committee allowed for the dissemination of information regarding resources, networking opportunities, and additional sources of funding to the CAPP partnerships from all educational segments; and

- The CAPP-sponsored project partner conferences, supported and funded by the CAPP program, enabled the CAPP partnerships to share experiences and ideas, along with the expertise of Advisory Committee members in varied curriculum and instructional areas.

CAPP's administration, through its strong support and leadership, has played an important role in the success of the CAPP program in improving the preparation of students for college, as outlined in AB 2398.

Major Findings and Conclusions

The California Academic Partnership Program (CAPP) sponsors secondary and postsecondary educational partnerships which provide students with the academic skills necessary for success in higher education. CAPP is based on the premise that partnerships of committed secondary teachers and administrators, working together with higher education faculty and administrators, can improve the curriculum to enhance student preparation for college.

The major findings from this three-year evaluation of the 1987-90 CAPP partnerships, described below, highlight the specific successes of the CAPP program in meeting its legislative mandate for both individual students and participating institutions.

Information on CAPP Participants

In accordance with its legislative charter, during the 1987-90 funding cycle **the CAPP program succeeded in serving students from groups underrepresented in postsecondary education.** Moreover, the CAPP program expanded across the funding period to serve an increased number of students from all backgrounds, along with increased numbers of faculty/staff and parents. In particular:

- A total of 53,621 students were directly or indirectly served by CAPP curriculum programs. **When including CAPP's assessment projects, over 900,000 students were served by CAPP-sponsored activities during the 1987-90 funding cycle.** Students' ethnicity, family income, and/or rural status reflected the intent of the legislation that CAPP reach underrepresented groups.

- Across the 1987-90 funding period, the CAPP program served a greater proportion of students from groups historically underrepresented in higher education than the proportion of these students statewide. Nearly 54 percent of CAPP students were from groups historically underrepresented in postsecondary education in the final year of CAPP funding, compared to 42 percent of students nearly all of the remaining CAPP students were from other groups underrepresented in postsecondary education--specifically, students from rural and/or low-income families.

- Across the three-year funding period, the largest percentage of student participants were 9th graders; a follow-up study is required to determine these students' actual college-going rates.

- The number of parents participating in CAPP partnerships grew by 455 percent over the three-year funding cycle, reflecting the emphasis of the CAPP projects on building a supportive environment for postsecondary education.

Impact of CAPP Program on Student Participation in Postsecondary Education

Changes in actual college going rates across the three-year funding period could not be determined because, as noted above, most of the CAPP students were 9th graders and only a small number had graduated from high school at the end of the 1987-90 grant period. Nonetheless, **the majority of CAPP students at the close of the 1987-90 funding cycle were enrolled in college preparatory courses or were enrolled in postsecondary institutions, in keeping with the legislative goal of the CAPP program.** This finding is particularly noteworthy when considering that the majority of CAPP students were from groups underrepresented in higher education, particularly of Hispanic descent. Specifically:

- For those projects reporting college preparatory data, approximately 80 percent of CAPP students enrolled in secondary schools at the end of the funding cycle were also enrolled in college preparatory courses.

- Ninety-two percent of CAPP students remained in secondary school at the end of the three-year funding period, with five percent of students enrolled in postsecondary institutions and only two percent of students having dropped out. One percent of CAPP students graduated but did not enroll in postsecondary institutions.

- Of those CAPP students completing secondary school at the end of the 1987-90 funding cycle, 83 percent were enrolled in postsecondary institutions the year following high school graduation. Approximately half of these students were enrolled in four-year institutions, and half in community colleges. This compares with a college-going rate of just 54 percent for public high school graduates statewide in fall 1989.

CAPP's Impact on Increasing Student Preparation for Baccalaureate Work

Outcome measures in this three-year evaluation indicate **solid progress toward improved preparation of students for postsecondary education**:

- The performance of CAPP students on national and statewide standardized tests increased slightly overall and in all targeted subject areas.

- While student GPAs in science courses increased slightly across the funding period, the average student GPAs declined slightly for the most part. Given that CAPP students were participating in a more rigorous academic program than prior to their involvement in CAPP, it was anticipated that the GPAs of these students, now enrolled in more demanding college preparatory classes, would decrease.

Impact of CAPP Program on Reducing Dropout Rates

Despite difficulties in making comparisons of dropout figures due to complexities in reporting state and local dropout information, **there are strong indications that CAPP's activities are positively impacting the dropout rates of students:**

- Only two percent of CAPP students dropped out of school by the close of the three-year funding cycle.

- The dropout rate of CAPP schools decreased from 10 percent to 6 percent across the three years of CAPP funding.

- Qualitative data reported by the CAPP projects noted the substantial impact of CAPP activities on reducing the dropout rate of students.

CAPP's Impact on Participating School Environments

At CAPP schools across the 1987-90 funding cycle, **the percentage of underrepresented students increased in three key areas: enrollment in college preparatory classes; completion of the college preparatory course sequence; and graduation from secondary schools.** Specifically:

- The percentage of students at CAPP schools from underrepresented ethnic groups enrolled in algebra, advanced mathematics, chemistry, and physics courses was nearly twice that of the enrollment figures for these groups statewide.

- At CAPP schools, both the percentage of total graduates from underrepresented ethnic groups and the percentage of graduates from these groups completing the college preparatory course sequence was nearly twice that for students from these groups at schools statewide.

CAPP's Impact on Curriculum and Instructional Practices

The CAPP partnerships have focused project activities on a variety of curricular areas. **A fundamental impact of the CAPP program has been on the revision and enhancement of curriculum and instructional practices at partner institutions to fulfill CAPP's mandate of improving the preparation of all students for college.** Additionally, the CAPP curriculum projects instituted a variety of teaching approaches in curriculum revision and enhancement, such as introducing students to cooperative learning groups and individual tutoring, with peer tutoring playing a major role in enhancing student preparation.

Impact of CAPP Program on Faculty/Staff Development

A key component of the CAPP partnerships addressed faculty/staff development, particularly in providing opportunities for faculty/staff from secondary and postsecondary institutions to work collaboratively to enable more students to complete baccalaureate degree programs successfully. The common element of staff development activities was the working together as equals of secondary and college faculty, each group learning from the other as they worked to align curriculum with state frameworks and expectations of colleges and universities for entering freshmen. The CAPP partnerships also succeeded in involving faculty from diverse institutions and diverse curricular areas in faculty/staff development activities.

Impact of CAPP's Assessment Projects

In the 1987-90 grant cycle, funding was continued for two assessment partnerships established in 1984: the Mathematics Diagnostic Testing Program (MDTP); and the Reaching University Writing Standards project. The MDTP provides middle and high schools with: readiness tests; diagnostic test results to teachers, students, and parents; and workshops and consulting services for interpreting test results and improving mathematics curriculum throughout the state.

Across the 1987-90 funding period, more than 850,000 MDTP tests were scored, a 75 percent increase from the 1984-87 period. In addition, more than 15,000 copies of the MDTP newsletter were distributed throughout California. MDTP site directors had nearly 1,000 contacts with teachers, mathematics specialists, counselors, and principals, emphasizing appropriate and effective use of the tests. In addition, more than 900 teachers attended MDTP-sponsored user conferences. Finally, preliminary results of a study of the ethnicity of students taking MDTP tests indicate that **the population of students who took the MDTP is reflective of the statewide student population, i.e., students from groups with low postsecondary participation rates were served in numbers approximately proportional to their share of the total state student population.**

The second CAPP assessment project, Reaching University Writing Standards, produced a text, which grew out of the partnerships' earlier experience as a CAPP assessment project during 1984-87. This text, Teaching Analytical Writing, detailed:

- An introduction to analysis as central to writing in the university and professional world;
- Examples of how to foster analytical thinking in elementary school classrooms; and
- Methods for teachers to use in evaluating students' writing and in helping students evaluate their own writing.

More than 2,000 copies of Teaching Analytical Writing have been distributed to date, including distribution through the California Writing Project. Authors of the text have also developed and sponsored a variety of presentations on the text to teachers and administrators. Feedback on the book has been uniformly positive, with many teachers noting that the book fills a significant gap in the literature on schools-university writing.

Lessons Learned About the 1987-90 CAPP Partnerships

Across the three year funding period, **the CAPP projects demonstrated broad intersegmental collaborative efforts, with 71 partners from all educational segments in California participating in CAPP partnerships.** Three key findings illustrate the solid school-college collaborative efforts established by the 1987-90 cycle of CAPP projects:

- The partnerships laid the foundation for long-term working relationships among project personnel and partner institutions.

- A strong sense of ownership and commitment was established, with the firm leadership of individual project directors, to provide communication opportunities for all project participants.

- The partnership experience served to leverage other funding for CAPP-related activities and other joint projects, demonstrating the development of viable, working partnerships to continue beyond CAPP funding.

In addition, the CAPP partnerships learned important lessons about curriculum development, serving underrepresented students, and impacting the college-going rate:

- Successful curriculum-enhancement efforts were based on school needs, with teachers sharing a commitment to implementing curricular change.

- Postsecondary faculty expertise was most valuable in relating the skills students need for success in postsecondary education to the secondary curriculum. Secondary faculty expertise was most beneficial in sharing knowledge of state frameworks, curricular, development processes, textbook adoption, and the educational challenges associated with culturally and linguistically diverse students.

- Important factors in serving underrepresented students included having partnership activities benefit the entire school population, and eliminating the placement of students on specific "tracks" that limit their opportunities for success.

- Lessons learned about the best methods for impacting the college going rate included: offering support for underrepresented students with mentors and role models; providing career planning; exposing students and parents to college campuses; and involving parents and families as support elements.

All these factors, taken together, played a fundamental role impacting student performance and participation in postsecondary education.

Effectiveness of CAPP Governance and Administration

CAPP's administration has played a significant role in the success of the CAPP program in improving the preparation of students for college, as outlined in AB 2398. In particular:

- The stewardship provided by the CAPP Advisory Committee in addressing concerns raised by the CAPP projects in a timely fashion established an environment for the growth and development of the partnerships.

- The intersegmental nature of the CAPP Advisory Committee allowed for the dissemination of information regarding resources, networking opportunities, and additional sources of funding to the CAPP partnerships from all educational segments.

Dissemination and Institutionalization Efforts of CAPP Partnerships

CAPP complements other statewide efforts to increase college preparation of underrepresented students by identifying principles by which the effectiveness of school-college partnerships can be enhanced, and by disseminating such principles to assist other statewide partnership efforts. Although an evaluation of the effectiveness of these dissemination efforts was beyond the scope of this study, throughout the 1987-90 funding period all 12 CAPP projects were successful in disseminating information about their partnerships, serving to reinforce and expand project activities. Some of the many dissemination activities undertaken by the CAPP projects included: conference presentations at the local, state, and national level; articles in professional journals and related publications; teacher workshops and conferences; teaching handbooks describing the CAPP model, the curriculum revision/enhancement process, and partnership activities; brochures outlining partnership goals and activities; and project newsletters, among others.

In addition, the 12 CAPP partnerships have implemented a variety of activities to assure continuation and use of project practices and products at the close of CAPP funding. For the most part, institutionalization incorporated several aspects of the partnership into daily school operations, including: revised/enhanced curriculum; new courses developed by the partnerships; CAPP-sponsored purchases of equipment and manipulatives; student support activities, such as field trips, science fairs, etc.; portfolio assessment techniques; and promotional activities related to PSAT, SAT and PACT+ testing, among others.

Finally, four CAPP partnerships have been selected as CAPP 1990-93 demonstration projects, to serve as mentors to new CAPP projects, to assist 1987-90 CAPP curriculum projects in continuing project activities beyond 1990, and to collect longitudinal data on their project's impact. Five projects received CAPP-Eisenhower grants to continue expansion of project in-service activities in 1990-91.

Appendices

Tables and Figures

Table 2

Number of Students Participating in 1987-90 CAPP Curriculum Development Projects (All Categories)

	Number of Students			
Project	Data Students*	No-Data Students**	Indirect Participants***	TOTAL
#21 (Huntington Beach-Long Beach)	1,730	NA	2,250	3,980
#22 (Pasadena)	1,054	NA	3,243	4,297
#23 (Delano-Porterville)	4,026	NA	NA	4,026
#24 (Dos Palos)	237	360	300	987
#25 (Oakland, Bret Harte)	287	724	NA	1,011
#26 (Oakland Health Academy)	298	2,200	10,000	12,498
#27 (Oroville)	1,990	155	851	2,966
#28 (Los Angeles)	233	353	3,976	4,562
#7 (Showcase) (Santa Ana)	1,919	1,439	15,355	18,713
#8 (Showcase) (Watsonville)	297	NA	344	641
TOTAL	12,071	5,231	36,319	53,621

NA = Not applicable

* Data students are those students for whom the ten CAPP curriculum projects collected complete outcome data.

** No-data other students were students directly served by a project and for whom a "nose count" was obtained of their participation four or more times in one or more project activity components. No ethnicity, gender, baseline and outcome data, etc. were selected on these students.

*** Indirect participants were students served by a project, including students sent direct mailings, participating in large group presentations opened to students other than those in each CAPP project, or students of teachers who participated in project staff development dissemination activities.

Table 3

Number and Percent of "Data Students" by Ethnicity Participating in 1987-90 CAPP Curriculum Development Projects

	Number of Students							
Project	Amer. Ind.	Asian/ Filipino	Black	Hispanic	Pacific Islander	White	Other	TOTAL
#21 (Huntington Beach-Long Beach)	76	431	138	281	19	775	10	1,730 **
#22 (Pasadena)	1	12	506	383	0	134	18	1,054
#23 (Delano-Porterville)	43	534	57	1,924	7	1,103	358	4,026 **
#24 (Dos Palos)	0	1	17	118	0	101	0	237 **
#25 (Oakland, Bret Harte)	0	67	138	42	4	25	11	287
#26 (Oakland Health Academy)	0	70	198	13	0	14	3	298
#27 (Oroville)	85	55	65	58	0	1,666	0	1,929 **
#28 (Los Angeles)	1	5	0	223	0	2	2	233
#7 (Showcase) (Santa Ana)	10	205	157	1,424	12	101	10	1,919
#8 (Showcase) (Watsonville)	3	11	2	240	0	29	12	297 **
TOTAL	219	1,391	1,278	4,706	42	3,950	424	12,010
PERCENTAGE	2%	12%	11%	39%	*	33%	3%	100%
STATEWIDE (1989-90)	*	10%	9%	32%	*	47%	NR	100%

*	=	Less than 1 percent
**	=	Rural and/or low-income family project
NR	=	not reported in this category

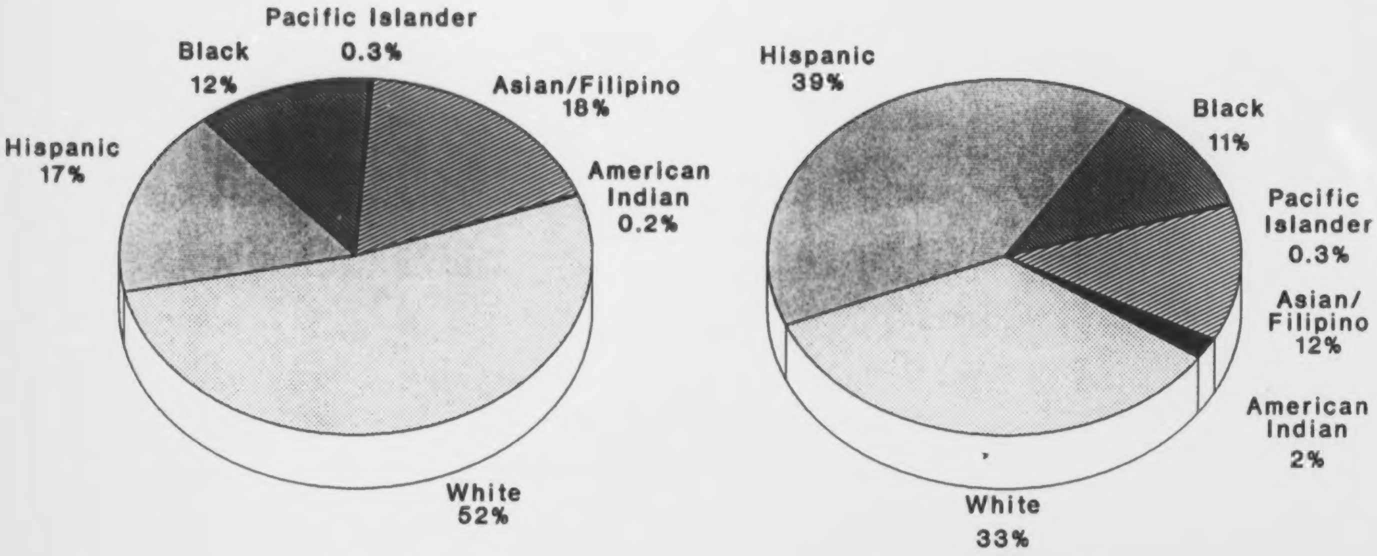
Table 4

Ethnicity of Students (Grades 6 to 12)
CAPP Schools and Statewide Data

	CAPP Schools			Statewide Data		
Ethnicity	**1987-88**	**1989-90**	**Change**	**1987-88**	**1989-90**	**Change**
American Indian	0.2 %	2.5 %	+1.8	0.1 %	0.9 %	-
Asian/ Filipino	18	12	-6	10	10	-
Pacific Islander	0.3	0.3	-	0.5	0.5	-
Hispanic	17	39	+21	28	32	+4
Black	12	11	-1	9	9	-
White	52	33	-19	52	47	-5
N	6,711	12,010		2,322,866	2,401,474	

Figure 2

Ethnicity of CAPP Students
1987-1990



1987-88

(N = 6,711)

1989-90

(N = 12,010)

(excludes "other" category)

Table 5

Number of "Data Students" Participating in 1987-90 CAPP Curriculum Development Projects by Gender

Project	Female	Male	TOTAL
#21 (Huntington Beach-Long Beach)	701	687	1,388
#22 (Pasadena)	520	534	1,054
#23 (Delano-Porterville)	1,955	2,040	3,995
#24 (Dos Palos)	136	101	237
#25 (Oakland, Bret Harte)	155	132	287
#26 (Oakland Health Academy)	181	117	298
#27 (Oroville)	1,002	988	1,990
#28 (Los Angeles)	125	108	233
#7 (Showcase) (Santa Ana)	1,232	687	1,919
#8 (Showcase) (Watsonville)	166	131	297
TOTAL	**6,173**	**5,525**	**11,698**
PERCENTAGE	**53%**	**47%**	**100%**

Table 6

Number of New and Continuing Students by Grade Level Participating in 1989-90 CAPP Curriculum Development Projects

Project	Number of Students by Grade Level								
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Post secondary	Total
#21 (Huntington Beach-Long Beach)	0	0	0	0	0	274	274	0	548
#22 (Pasadena)	26	0	124	264	408	186	46	0	1,054
#23 (Delano-Porterville)	0	0	0	1,095	828	708	651	0	3,282
#24 (Dos Palos)	0	0	0	97	85	19	15	18	234
#25 (Oakland, Bret Harte)	0	0	0	287	0	0	0	0	287
#26 (Oakland Health Academy)	0	0	0	34	102	55	43	0	234
#27 (Oroville)	0	373	56	264	120	51	11	0	875
#28 (Los Angeles)	0	0	0	0	0	78	119	119	316
#7 (Showcase) (Santa Ana)	0	27	384	454	307	258	147	0	1,577
#8 (Showcase) (Watsonville)	0	0	92	72	66	67	0	0	297
TOTAL	**26**	**400**	**656**	**2,567**	**1,916**	**1,696**	**1,306**	**137**	**8,704**
PERCENTAGE	*****	**5%**	**8%**	**29%**	**22%**	**19%**	**15%**	**2%**	**100%**

* = Less than 1 percent

Figure 3

CAPP Students By Grade Level
1987-88

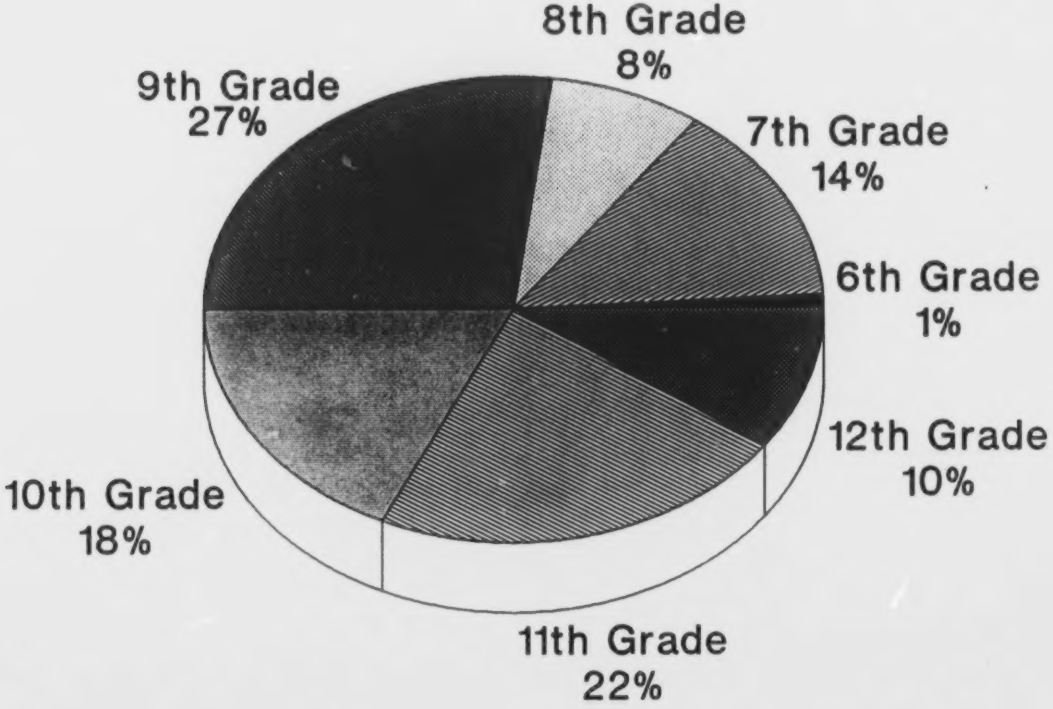


Figure 4

CAPP Students By Grade Level
1988-89

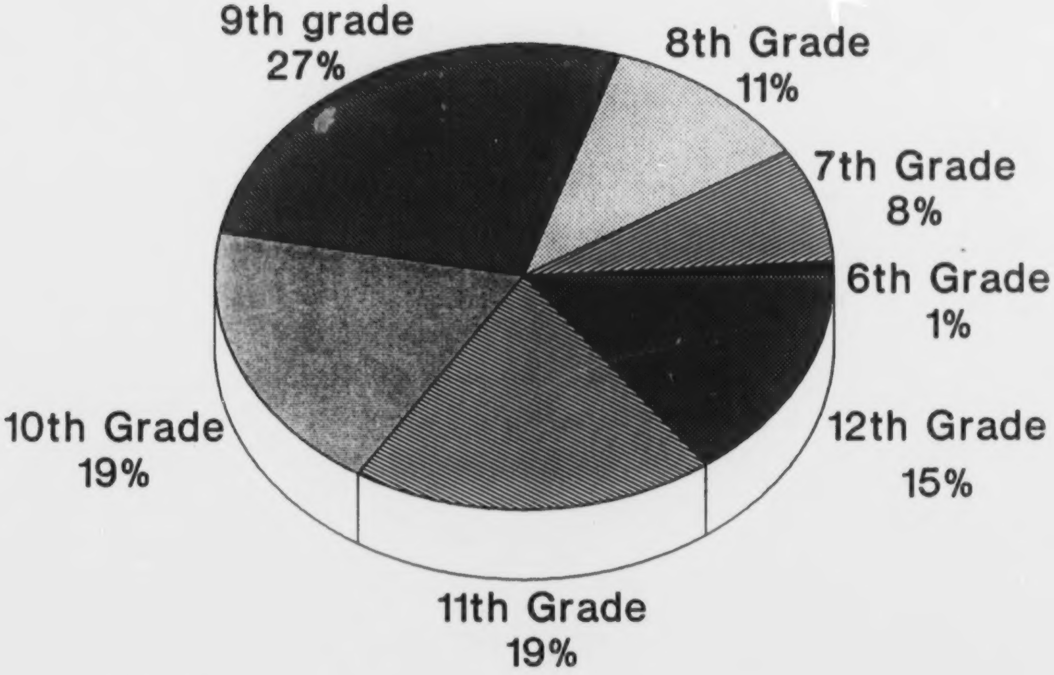


Figure 5

CAPP Students By Grade Level 1989-90

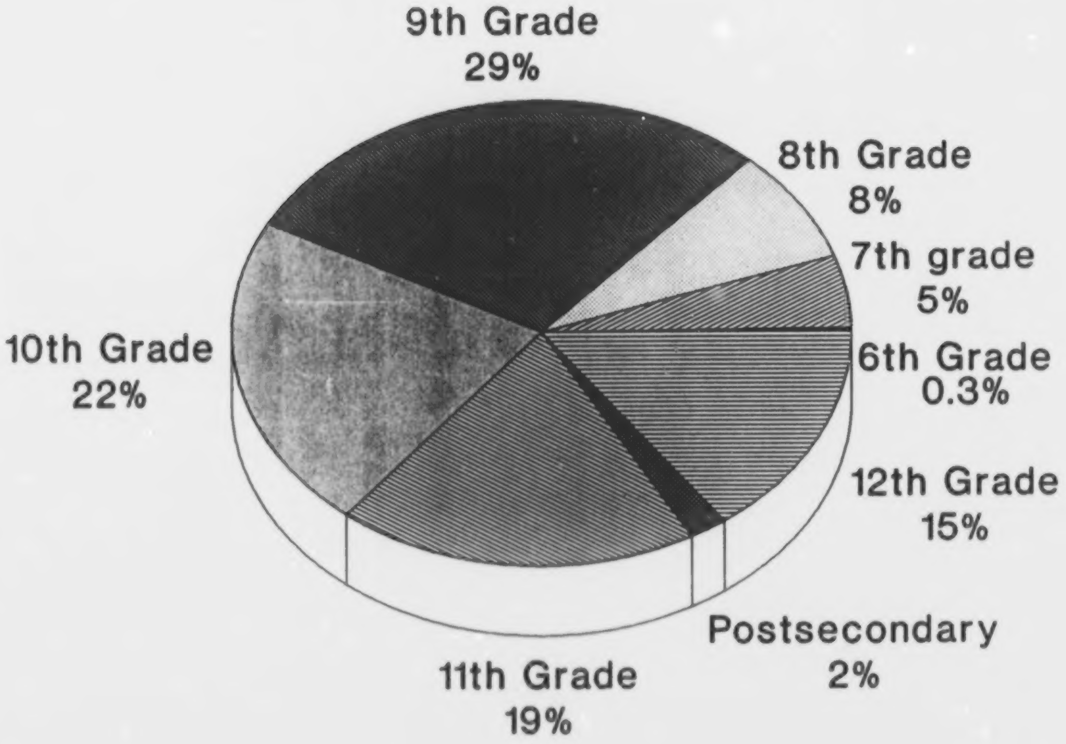


Table 7

Number of "Data Students", Faculty/Staff, and Parents Participating in 1987-90 CAPP Curriculum Development Projects

	Number of Participants			
Project	Students	Faculty/ Staff*	Parents	TOTAL
#21 (Huntington Beach-Long Beach)	1,730	29	970	2,729
#22 (Pasadena)	1,054	98	147	1,299
#23 (Delano-Porterville)	4,026	86	NA	4,112
#24 (Dos Palos)	237	17	256	510
#25 (Oakland, Bret Harte)	287	35	312	634
#26 (Oakland Heath Academy)	298	92	350	740
#27 (Oroville)	1,990	26	625	2,641
#28 (Los Angeles)	233	77	630	940
#7 (Showcase) (Santa Ana)	1,919	828	803	3,550
#8 (Showcase) (Watsonville)	297	91	130	518
TOTAL	**12,071**	**1,379**	**4,223**	**17,673**

* = Includes both secondary and postsecondary faculty/staff

NA = not applicable

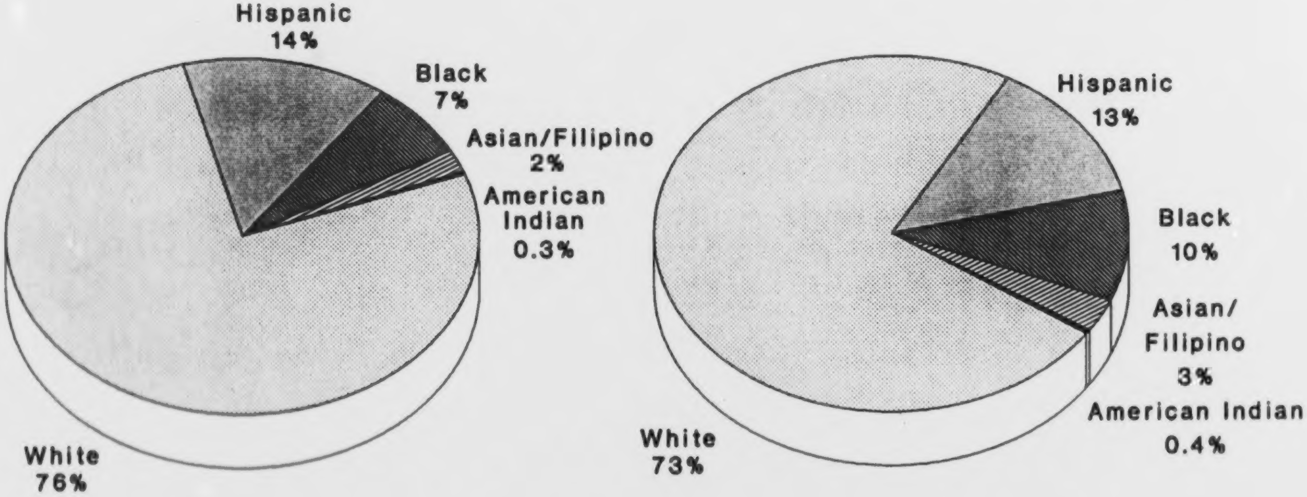
Table 8

Number of "Data Students", Faculty, and Parents Participating in 1987-88, 1988-89, and 1989-90 CAPP Curriculum Development Projects

	1987-88	1988-89	1989-90
"Data Students" (New, Former, and Continuing)	6,711	9,095	12,071
Faculty/Staff	506	613	1,379
Parents	761	1,717	4,223
TOTAL	**7,978**	**11,425**	**17,673**

Figure 7

Ethnicity of CAPP Schools Faculty/Staff 1987-88 and 1989-90



1987-88

1989-90

(N = 629)

(N = 945)

(excludes "other" category)

Table 9

Number of "Data Students" Enrolled in College Preparatory Courses at Close of Funding Period 1987-90*

Project	Number of "Data Students"	Percent of CAPP Project's 1989-90 "Data Students"
#21 (Huntington Beach-Long Beach)	NR	NR
#22 (Pasadena)	866	82%
#23 (Delano-Porterville)	2,660	81%
#24 (Dos Palos)	NA	NA
#25 (Oakland, Bret Harte)	287	100%
#26 (Oakland Health Academy)	298	100%
#27 (Oroville)	438	50%
#28 (Los Angeles)	119	100%
#7 (Showcase) (Santa Ana)	3,358	100%
#8 (Showcase) (Watsonville)	70	24%
TOTAL	**8,096**	—

NA = not applicable/not available

NR = not reported

* College preparatory courses include those courses that would allow a student to become prepared for postsecondary study at four-year universities. Also note that these figures reflect only the proportion of "Data Students" from the CAPP partnerships, thus understating the total number of students impacted by CAPP who enrolled in college preparatory courses.

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Table 10

Location of CAPP "Data Students" at Close of Funding Period 1987-90

	Number of "Data Students"				
Project	Remained In Secondary School	Graduated/ No Post-Secondary Enrollment	Post-Secondary Enrollment	Dropped Out	TOTAL
#21 (Huntington Beach-Long Beach)	NR	NR	NR	NR	NR
#22 (Pasadena)	986	0	0	36	1,022
#23 (Delano-Porterville)	3,282	0	0	0	3,282
#24 (Dos Palos)	218	0	18	1	237
#25 (Oakland, Bret Harte)	271	0	0	0	271
#26 (Oakland Health Academy)	169	6	120	0	295
#27 (Oroville)	1,518	82	245	90	1,935
#28 (Los Angeles)	113	13	94	0	220
#7 (Showcase) (Santa Ana)	1,577	0	0	0	1,577
#8 (Showcase) (Watsonville)	297	0	0	0	297
TOTAL	8,431	101	477	127	9,136
PERCENTAGE	92%	1%	5%	2%	100%

NR = not reported

Table 11

Post Secondary Enrollments 1990 for CAPP Projects with Graduates

Project	Number of "Data Students"				
	Community College	California State University	University of California	Other	TOTAL
#21 (Huntington Beach-Long Beach)	NR	NR	NR	NR	NR
#22 (Pasadena)	NG	NG	NG	NG	NG
#23 (Delano-Porterville)	NG	NG	NG	NG	NG
#24 (Dos Palos)	11	4	2	1	18
#25 (Oakland, Bret Harte)	NG	NG	NG	NG	NG
#26 (Oakland Health Academy)	48	25	20	27	120
#27 (Oroville)	127	54	15	49	245
#28 (Los Angeles)	24	24	18	28	94
#7 (Showcase) (Santa Ana)	NG	NG	NG	NG	NG
#8 (Showcase) (Watsonville)	NG	NG	NG	NG	NG
TOTAL	**210**	**107**	**55**	**105**	**477**
PERCENTAGE	**44%**	**22%**	**12%**	**22%**	**100%**

NA = not applicable/not available

NR = not reported

NG = no graduates

Figure 10

Changes in CAPP Student GPA Baseline to 1990

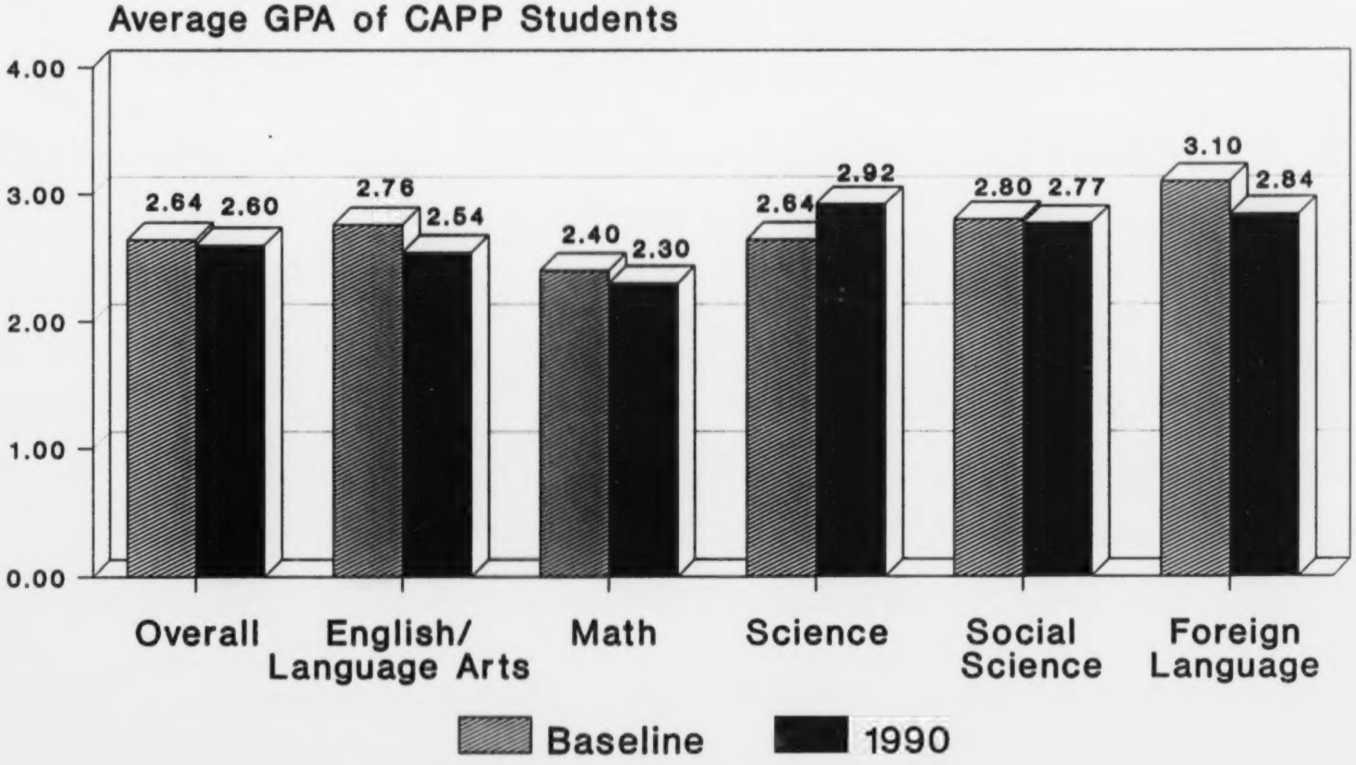


Figure 11

Change in Dropout Rate of CAPP Schools 1986-87 to 1989-90

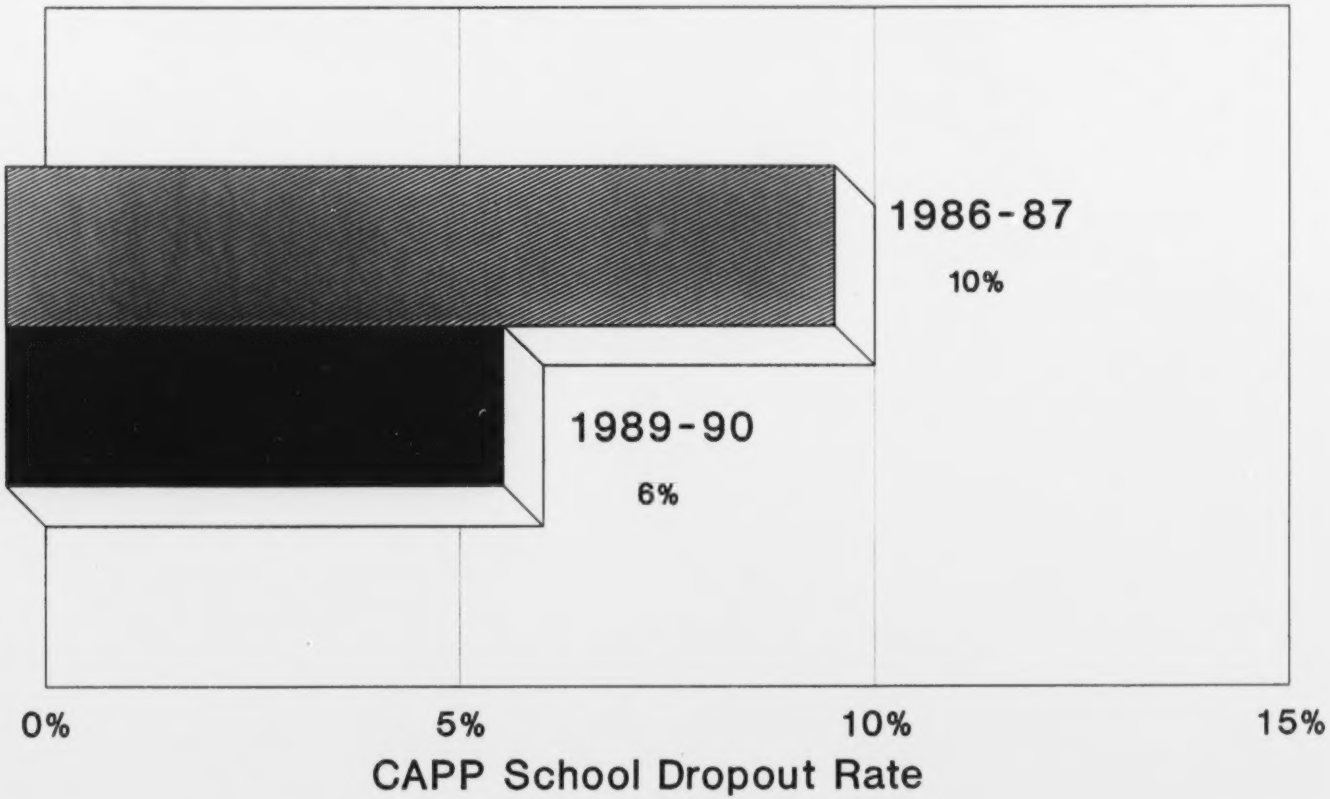
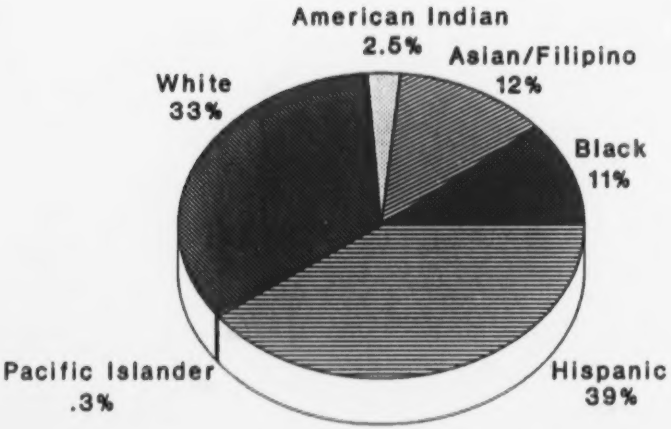


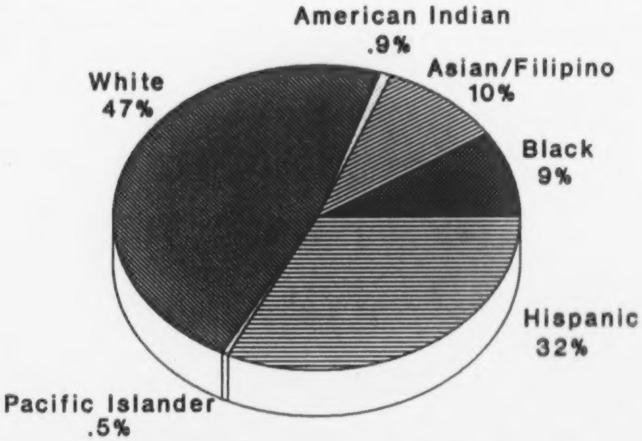
Figure 12

Comparison of Ethnicity of CAPP Schools and Statewide Figures 1989-90



CAPP Schools

(N = 50,486)



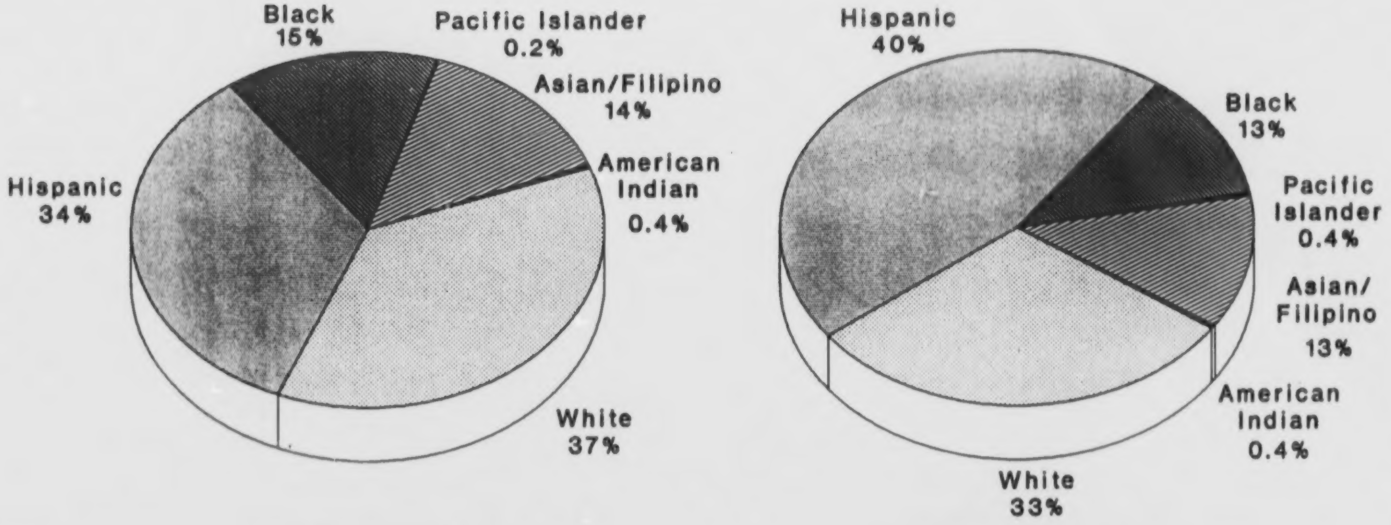
Statewide Enrollment

(N = 2,401,474)

(excludes "other" category)

Figure 13

Total Graduates by Ethnicity
CAPP Schools



1987-88
(N=6,042)

1989-90
(N=5,876)

(excludes "other" category)

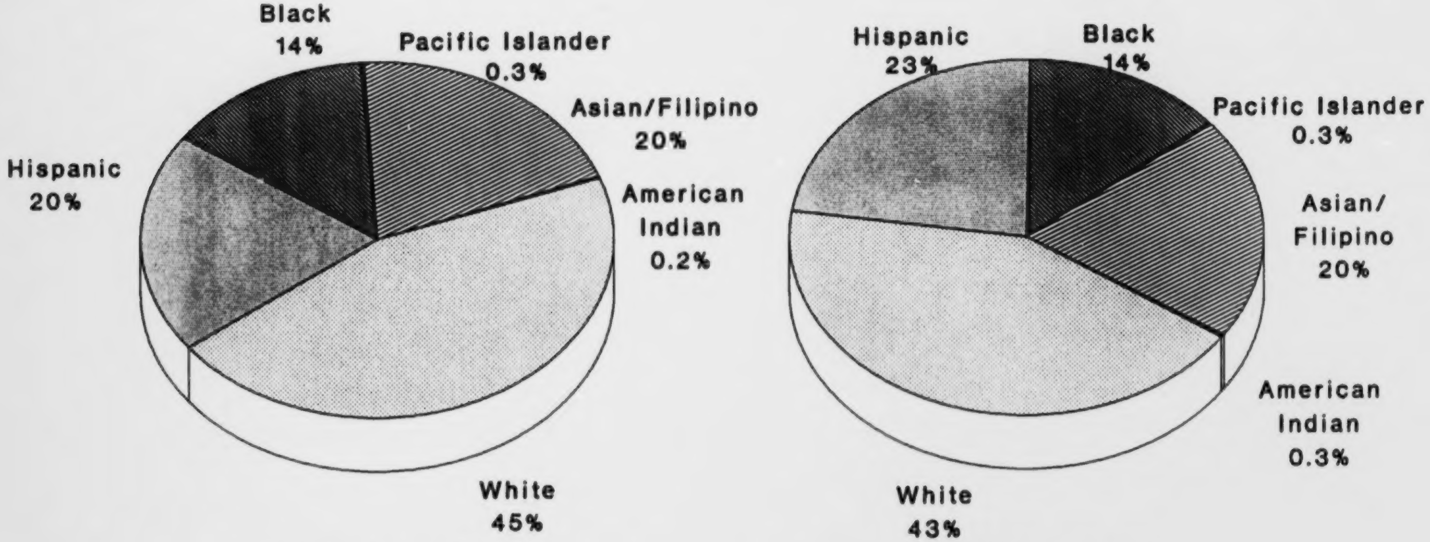
Table 12

Percentage of Total Graduates by Ethnicity
CAPP Schools and Statewide Data

	CAPP Schools			Statewide Data		
Ethnicity	**1987-88**	**1989-90**	**Change**	**1987-88**	**1989-90**	**Change**
American Indian	0.4 %	0.4 %	-	0.7 %	0.8 %	+0.1
Asian/ Filipino	14	13	-	10	12	+2
Pacific Islander	0.2	0.4	+0.2	0.5	0.5	-
Hispanic	34	40	+6	19	21	+2
Black	15	13	-2	8	8	-
White	37	33	-4	61	58	-3
N	6,042	5,876		237,414	244,629	

Figure 14

"A - F" Graduates by Ethnicity
CAPP Schools



1987-88
(N=1,703)

1989-90
(N=1,687)

(excludes "other" category)

Table 13

Percentage of "A-F" Graduates by Ethnicity
CAPP Schools and Statewide Data

	CAPP Schools			Statewide Data		
Ethnicity	**1987-88**	**1989-90**	**Change**	**1987-88**	**1989-90**	**Change**
American Indian	0.2 %	0.3 %	+0.1	0.4 %	0.5 %	+0.1
Asian/ Filipino	20	20	-	17	19	-2
Pacific Islander	0.3	0.3	-	0.5	0.5	-
Hispanic	20	23	+3	11	13	+2
Black	14	14	-	6	6	-
White	45	43	-2	65	60	-5
N	1,703	1,687		66,980	75,181	

Table 14

Percentage of Students Enrolled in Algebra Courses by Ethnicity CAPP Schools and Statewide Data

	CAPP Schools			Statewide Data		
Ethnicity	**1987-88**	**1989-90**	**Change**	**1987-88**	**1989-90**	**Change**
American Indian	0.5 %	0.5 %	-	0.6 %	0.6 %	-
Asian/ Filipino	20	20	-	16	19	+3
Pacific Islander	0.1	0.4	+0.3	0.4	0.5	+0.1
Hispanic	24	36	+12	14	18	+4
Black	13	13	-	6	6	-
White	42	31	-11	61	55	-6
N	3,011	2,827		129,785	133,748	

Table 15

Percentage of Students Enrolled in Advanced Math Courses by Ethnicity CAPP Schools and Statewide Data

	CAPP Schools			Statewide Data		
Ethnicity	**1987-88**	**1989-90**	**Change**	**1987-88**	**1989-90**	**Change**
American Indian	0.2 %	0.4 %	.2	0.5 %	0.4 %	+0.1
Asian/ Filipino	28	26	-2	26	31	+5
Pacific Islander	0.2	0.8	+.6	0.4	0.4	-
Hispanic	17	24	+7	10	12	+2
Black	7	9	+2	4	4	-
White	47	40	-7	60	53	-7
N	1,858	2,181		87,895	91,496	

Table 16

Percentage of Students Enrolled in Chemistry Courses by Ethnicity CAPP Schools and Statewide Data

	CAPP Schools			Statewide Data		
Ethnicity	1987-88	1989-90	Change	1987-88	1989-90	Change
American Indian	0.4 %	0.3 %	-.1	0.6 %	0.5 %	0.1
Asian/ Filipino	20	19	-1	18	21	+3
Pacific Islander	.04	0.4	.36	0.5	0.5	-
Hispanic	31	42	11	14	17	3
Black	9	11	+2	7	6	-1
White	9	11	+2	7	6	-1
N	2,457	2,928		100,729	101,239	

Table 17

Percentage of Students Enrolled in Physics Courses by Ethnicity CAPP Schools and Statewide Data

	CAPP Schools			Statewide Data		
Ethnicity	**1987-88**	**1989-90**	**Change**	**1987-88**	**1989-90**	**Change**
American Indian	0.4 %	0.5 %	-.1	0.5 %	0.5 %	-
Asian/ Filipino	26	28	+2	24	28	+4
Pacific Islander	0.1	0.7	.6	0.4	0.4	-
Hispanic	20	28	+8	10	12	+2
Black	7	6	-1	4	4	-
White	46	37	-9	60	55	-5
N	1,124	1,127		43,119	44,034	

Table 18

Curriculum Areas of the Ten CAPP Development Projects 1987 - 1990

English (7)

- Delano-Porterville
- Dos Palos
- Huntington Beach-Long Beach
- Los Angeles
- Oakland, Bret Harte
- Santa Ana
- Watsonville

Science (6)

- Delano-Porterville
- Los Angeles
- Oakland Health Academy
- Pasadena
- Santa Ana
- Watsonville

Math (6)

- Delano-Porterville
- Los Angeles
- Oakland Health Academy
- Oroville
- Santa Ana
- Watsonville

Social Sciences (3)

- Dos Palos
- Huntington Beach-Long Beach
- Los Angeles

Foreign Language (1)

- Los Angeles

Table 19

Areas of Project Activities and Student Services in 1987-90 CAPP Curriculum Development Projects*

Project Activities and Student Services	Project #21	#22	#23	#24	#25	#26	#27	#28	#7	#8
In-service for Faculty	1	1	1	1	1	1	1	1	1	1
In-service for Counselors	2	1	3	3	3			3	1	
In-service for Parents		2		3		3	2	1	1	1
Tutoring by Peers	3	2	3	1	1	2	1	2	1	2
Tutoring by College Students	1	1		1	1	2		2	2	2
Counseling by Peers	1	2	3	3		3		2	2	2
Counseling by Project Staff	1	1	2	3	3	2	3	2	1	1
Articulation of Curriculum	1	1	1	1	1	1	1	2	1	
Articulation of Support Services	1	1	2	1	1	3	2	3	1	1
Articulation of Information	1	1	1	1	1	2	2	2	1	1
Articulation Between Secondary/ Postsecondary Schools	1	1	1	1	1	1	1	1	1	1

1 = Primary Activity
2 = Secondary Activity
3 = Auxilliary Activity
* As self-reported by CAPP projects

Table 19 (Continued)

Areas of Project Activities and Student Services in 1987-90 CAPP Curriculum Development Projects*

Project Activities and Student Services	Project #21	#22	#23	#24	#25	#26	#27	#28	#7	#8
Articulation Between Secondary/ Secondary Schools	2	1	2	1	1	2	1		1	2
Team Teaching: Secondary & College Faculty	1	2	1		3	1	1		2	
Team Teaching: Secondary Faculty Only	1	1		3	1	1	1	3	2	2
Team Teaching: College Faculty Only		1								
Summer Programs for Faculty		1	1		1	2	1	3	1	1
Summer Programs for Students					3	2	3	2	1	1
Faculty Attendance at Forums/ Seminars	1	1	1	2	1	1	2	1	1	1
Counselor Attendance at Forums/ Seminars	2	1			1		3	3	1	2
Parent Attendance at Forums/ Seminars	1		1	1	3	2	3	1	2	

1 = Primary Activity
2 = Secondary Activity
3 = Auxilliary Activity
* As self-reported by CAPP projects

Table 19 (Continued)

Areas of Project Activities and Student Services in 1987-90 CAPP Curriculum Development Projects*

Project Activities and Student Services	Project #21	#22	#23	#24	#25	#26	#27	#28	#7	#8
Student Attendance at Forums/ Seminars	1			1	1	2	3	1	1	
Conference Presentations by Faculty	2	1	3	1	1	1	2	1	1	1
Conference Presentations by Counselors	1			1		1	3	1	2	
Curriculum Development In Target Subject Area(s)		1	1	1	1	1	1	1	1	1
Curriculum Development In Other Subject Areas	1	1		2	1	2		3	2	
Curriculum Revision/Enhancement In Target Subject Area(s)	1	1	1	1	1	1	1	1	1	1
Curriculum Revision/Enhancement In Other Subject Areas	1	1		2	1	2		3	2	
Field Trips Related To Target Subject Area(s)	1	1	3			1	1	1	2	1

1 = Primary Activity
2 = Secondary Activity
3 = Auxilliary Activity
* As self-reported by CAPP projects

Table 19 (Continued)

Areas of Project Activities and Student Services in 1987-90 CAPP Curriculum Development Projects*

Project Activities and Student Services	Project #21	#22	#23	#24	#25	#26	#27	#28	#7	#8
Field Trips In Other Subject Areas	1	1				2		3	2	2
Teacher Parent Liaison: Project Staff Member		1	3		1	2	1	1	1	1
Teacher Parent Liaison: Other Liaison	1	1		2	1	2	2	3		2
Testing In Target Subject Areas		1	1		1	3	2	1	1	1
Testing In Other Subject Areas	1	2			1	3	2			

1 = Primary Activity
2 = Secondary Activity
3 = Auxilliary Activity
* As self-reported by CAPP projects

Table 20

Number of Secondary and Postsecondary Faculty Participating in CAPP 1987-90 Curriculum Development Projects

Project	Secondary Faculty	Postsecondary Faculty	TOTAL
#21 (Huntington Beach-Long Beach)	18	11	29
#22 (Pasadena)	76	22	98
#23 (Delano-Porterville)	70	16	86
#24 (Dos Palos)	11	6	17
#25 (Oakland, Bret Harte)	30	5	35
#26 (Oakland Health Academy)	48	44	92
#27 (Oroville)	17	9	26
#28 (Los Angeles)	37	40	77
#7 (Showcase) (Santa Ana)	663	165	828
#8 (Showcase) (Watsonville)	52	39	91
TOTAL	1,022	357	1,379
PERCENTAGE	74%	16%	100%

Table 21

Faculty/Staff Participants in 1987-90 CAPP Curriculum Development Projects by Institutional Level and Curriculum Area

	Math	Science	English/ Language Arts	Social Science	Counseling	Administration/ Other	TOTAL
Elementary/ Junior High	29	26	15	9	27	25	131
Senior High	76	50	36	13	44	33	252
Community College	6	20	5	3	7	10	51
California State University	7	22	6	3	3	19	60
University of California	14	19	6	1	6	16	62
Other Postsecondary	0	7	4	0	1	17	29
TOTAL	132	144	72	29	88	120	585

Table 22

CAPP Partners by Educational Segment 1987-90

Secondary District (13)	Community College (7)	California State University (7)	University of California (4)	Independent Colleges (3)
Bishop Joint Union HSD*	Butte	Bakersfield	Berkeley	Chapman College*
Delano HSD	Golden West	Chico	Irvine	East Bay Consortium
Dos Palos Joint HSD	Long Beach City	Fullerton	Los Angeles	Samuel Meritt
Huntington Beach Union HSD	Merced	Long Beach	Santa Cruz	USC
Long Beach Unified	Pasadena City	Los Angeles		
Los Angeles Unified	Porterville	Northridge		
Oakland Unified	Rancho Santiago	Stanislaus		
Ora Loma Elementary				
Oroville Elementary				
Oroville HSD				
Pajaro Valley Unified				
Pasadena Unified				
Porterville HSD				
Santa Ana Unified				

*Withdrew from partnership in 1989-90 program year

HSD = High School District

Table 23

Number of Partners in CAPP Curriculum Development in Projects 1987-90

	Secondary School	Secondary District	Community College	California State University	University of California	Independent	TOTAL
#21 (Huntington Beach-Long Beach)	4	2	2	1	0	0	9
#22 (Pasadena)	4	1	1	1	0	1	8
#23 (Delano Porterville)	2	2	1	1	0	0	6
#24 (Dos Palos)	2	2	1	1	0	0	6
#25 (Oakland, Bret Harte)	1	1	0	0	1	1	4
#26 (Oakland Health Academy)	1	1	0	0	0	1	3
#27 (Oroville)	2	2	1	1	0	0	6
#28 (Los Angeles)	1	1	0	2	1	0	5
#7 (Showcase) (Santa Ana)	12	1	1	1	1	0	16
#8 (Showcase) (Watsonville)	6	1	0	0	1	0	8
TOTAL	**35**	**14**	**7**	**8**	**4**	**3**	**71**

Data Collection Forms

Data Collection Forms 1987-88

INDIVIDUAL STUDENT DATA FORM

The following information should be recorded for each student as he/she begins participating in the project. This will enable evaluators to track students and monitor their progress during both the project and any subsequent follow-up studies.

1. Name: ____________ First ____________ Middle ____________ Last

2. Social Security number: _ _ _ - _ _ - _ _ _ _

3. Date of birth: _ _ / _ _ / _ _ 4. Grade level: ____

5. Sex: ___ Female ___ Male

6. Ethnicity:
   - ___ American Indian
   - ___ Asian/Filipino
   - ___ Black
   - ___ Hispanic
   - ___ Pacific Islander
   - ___ White
   - ___ Other

7. School: ________________________

8. Date Entered Program: _ _ / _ _ / _ _

9. Cumulative GPA (junior or senior high school, as appropriate):

   ________ through ________ (semester) / ________ (year)

10. Number of courses taken and cumulative GPA **in targeted subject area(s)** beginning with jr. or sr. high school, as appropriate:

# of Courses	GPA		# of Courses	GPA	
________	_____	Math	________	_____	Lang. Arts
________	_____	Sci.	________	_____	Other. Specify:
________	_____	Soc. Sci.			________________

11. Program component(s) in which the student is participating:

   ________________ ________________ ________________

12. Standardized test scores. (Specific tests and subscores should be identified as appropriate to grade level and project focus, e.g., CTBS-science, CAP-M level 1, SAT-V, etc.)

Name of Test	Score	Name of Test	Score	Name of Test	Score
______	_____	______	_____	______	_____
______	_____	______	_____	______	_____

SUMMARY STUDENT DATA FORM

The information from the individual student data forms should be compiled and submitted in summary form as follows as part of the December 15 progress report, and updated for the June 15 annual report.

PROJECT NAME: ______________________________

NAME OF PERSON COMPLETING FORM: ______________________________

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: ______________________________

DATE: ______________________________

1. Number and percent of participating students by sex.

	Number	Percent
Females	______	______%
Males	______	______%
Total	______	______%

2. Number and percent of participating students by ethnicity.

	Number	Percent
American Indian	______	______%
Asian/Filipino	______	______%
Black	______	______%
Hispanic	______	______%
Pacific Islander	______	______%
White	______	______%
Other	______	______%
Total	______	______%

SUMMARY STUDENT DATA FORM (continued)

3. Number and percent of participating students by grade level:

	N	%		N	%
6th Grade	_____	_____	10th Grade	_____	_____
7th Grade	_____	_____	11th Grade	_____	_____
8th Grade	_____	_____	12th Grade	_____	_____
9th Grade	_____	_____	**Total**	_____	_____

4. Number of students in each project component or activity. (Add additional sheets if necessary.)

N

_____ (Specify component/activity: __________________________)

_____ (Specify component/activity: __________________________)

_____ (Specify component/activity: __________________________)

5. Average GPA of all participating students. _______

6. Average GPA of all participating students in project's targeted subject area(s):

_______ Mathematics

_______ Science

_______ Social Science

_______ Language Arts

_______ Other (Please specify: __________________________)

7. Average standardized test scores of all students participating in the project (as appropriate to target subject area):

Name of Test	Ave. Score	Name of Test	Ave. Score	Name of Test	Ave. Score
_______	_____	_______	_____	_______	_____
_______	_____	_______	_____	_______	_____

SCHOOL DATA FORM

The information listed below will need to be provided for each junior high school and senior high school participating in the project, and should be included in the December 15 progress report. **All school data requested is for fall semester 1987-88**.

PROJECT NAME: ______________________________

NAME OF PERSON COMPLETING FORM: ____________________

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: ______________

DATE: ______________

1. Student enrollment by grade level by ethnicity. Please fill in the appropriate grades for your school.

	____ Grade		____ Grade		____ Grade		____ Grade	
	N	%	N	%	N	%	N	%
American Indian								
Asian/Filipino								
Black								
Hispanic								
Pacific Islander								
White								
Other								
Totals								

2. Total number of **teachers** by ethnicity in the school:

	N	%		N	%
American Indian			Pacific Islander		
Asian/Filipino			White		
Black			Other		
Hispanic			Total		

SCHOOL DATA FORM (continued)

3. Total number of teachers by ethnicity **in the project's targeted subject area(s):** Add additional sheets if your project has more than three targeted subject areas.

	Specify Subject Area:		**Specify Subject Area:**		**Specify Subject Area:**	
	N	%	N	%	N	%
American Indian						
Asian/Filipino						
Black						
Hispanic						
Pacific Islander						
White						
Other						
Totals						

4. Average standardized test scores as appropriate for school level and subject area(s) targeted by your project:

Name of Test	Ave. Score	Name of Test	Ave. Score	Name of Test	Ave. Score

5. The teacher/student ratio in your school **in the subject area(s) targeted by your project.**

Subject Area	T:S Ratio	Subject Area	T:S Ratio

PROGRAM DATA/INFORMATION FORM

The following program data/information should be submitted as part of the December 15 progress report and updated for the June 15 annual report.

PROJECT NAME: ______________________________

NAME OF PERSON COMPLETING FORM: ______________________

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: ______________

DATE: ______________

1. Number of secondary schools served by the project to date:

_____ Junior High Schools

_____ Senior High Schools

2. Number of faculty/staff participants by institutional level and discipline to date:

	Math	Science	Lang. Arts	Soc. Science	Counseling	Other (Specify) ________
Jr. H.S.	____	____	____	____	____	____
Sr. H.S.	____	____	____	____	____	____
Comm. Col.	____	____	____	____	____	____
CSU	____	____	____	____	____	____
UC	____	____	____	____	____	____
Private Postsec.	____	____	____	____	____	____
Totals	____	____	____	____	____	____

PROGRAM DATA/INFORMATION FORM (continued)

3. Total number of faculty/staff involved in the project by ethnicity and institutional level:

	Secondary		**Postsecondary**	
	N	%	N	%
American Indian	______	______	______	______
Asian/Filipino	______	______	______	______
Black	______	______	______	______
Hispanic	______	______	______	______
Pacific Islander	______	______	______	______
White	______	______	______	______
Other	______	______	______	______
Totals	______	______	______	______

4. Total number of student tutors and peer counselors involved in the project by ethnicity:

	N	%
American Indian	______	______
Asian/Filipino	______	______
Black	______	______
Hispanic	______	______
Pacific Islander	______	______
White	______	______
Other	______	______
Total	______	______

PROGRAM DATA/INFORMATION FORM (continued)

5. Total number of parents involved in the project: ____________

6. Number of parents attending each parent activity. (Attach additional sheets if necessary.)

N	Activity Description
_____	____
_____	____
_____	____

7. Number of faculty/staff attending each special project activity (e.g., workshops, symposia, etc.) by institutional level. (Attach additional sheets if necessary.)

	Specify Activity: [___________]	Specify Activity: [___________]	Specify Activity: [___________]
Jr. H.S.	_____	_____	_____
Sr. H.S.	_____	_____	_____
Community College	_____	_____	_____
CSU	_____	_____	_____
UC	_____	_____	_____
Private Postsecondary	_____	_____	_____
Totals	_____	_____	_____

8. Criteria used to select faculty/staff participants by institutional level:

Jr. H.S.: ____

Sr. H.S.: ____

Comm. Col.: ____

CSU: ____

UC: ____

Priv. Post.: ____

PROGRAM DATA/INFORMATION FORM (continued)

9. Criteria used to select students to participate in each project component. (Attach additional sheets as necessary.)

Specify component: ______________________________

Criteria: ______________________________

____

Specify component: ______________________________

Criteria: ______________________________

____

Specify component: ______________________________

Criteria: ______________________________

____

10. Timeframe of various project activities for both faculty and students. (Add additional sheets as necessary.)

Activity	Activity Description and Timeframe
EXAMPLE: Peer Counseling	Students participated after school for 2 hours per week for 10 weeks
EXAMPLE: Teacher Workshops	Teachers attended two Saturday sessions of 4 hours per session.
______________	______________________________ ______________________________
______________	______________________________ ______________________________
______________	______________________________ ______________________________
______________	______________________________ ______________________________

THE REMAINING ITEMS ON THE PROGRAM DATA/INFORMATION FORM SHOULD BE ANSWERED IN THE ORDER THEY ARE PRESENTED BELOW IN BRIEF NARRATIVE OR OUTLINE FORM. PLEASE TRY TO KEEP THE TOTAL NARRATIVE/OUTLINE UNDER SEVEN PAGES, EXCLUSIVE OF MATERIALS REQUESTED TO BE INCLUDED IN AN APPENDIX.

11. **Include in an appendix**, the project steering committee membership, planned meeting schedule, purpose and function. Also include agendas and minutes from meetings held to date.

12. Identify any changes from your proposed plan regarding the responsibilities and functions of partner institutions for planning or implementing the project, as well as the reasons for these changes.

13. Identify any departures from your proposed activities (e.g., modifications, additions, deletions, etc.) and the reasons for them.

14. Identify any departures from your proposed goals and objectives and the reasons for them.

15. List each of your project's goals and objectives and indicate progress toward accomplishing them to date. Be sure to include your dissemination and institutionalization goals. **Also indicate the extent to which the attainment of any objectives can be directly attributed to your CAPP project.**

16. Identify any unanticipated outcomes from your project to date.

17. Identify any instructional materials or publications produced by your project. Briefly describe them and **include a copy of each in an appendix.**

18. Indicate the extent to which your project is adhering to its proposed timeline and identify any timeline modifications which are currently anticipated for the remainder of the year (January - June).

19. Present any internal evaluation data to date (e.g., pretest/ posttest results, results from teacher or students surveys, etc.) in summary form with appropriate interpretation. **Include any detailed analyses in an appendix.**

20. **Include in an appendix,** a copy of your approved budget and an accounting of actual expenditures and encumbrances through December 1, 1987 in each budget category.

21. Identify any necessary budgetary revisions (internal movement of funds only) and **include a copy of a proposed revised budget in an appendix.**

BASELINE DATA RELATED TO INDIVIDUAL PROJECT OBJECTIVES

Project-specific baseline data which should also be included in the December 15 progress report will be reviewed with each project during the initial evaluation site visit. Some examples of current project objectives and the types of baseline data which will be needed in order to subsequently determine their attainment are presented below.

Sample Objective #1: There will be an increase in the percentage of students enrolling in language-based elective courses in high school.

Baseline Data: Percentage of students enrolling language-based elective courses in 1986-87, recorded separately for both fall and spring semesters.

Sample Objective #2: There will be an increase in the percentage of students taking PSAT and SAT.

Baseline Data: Percentage of students taking PSAT and SAT in 1986-87.

Sample Objective #3: There will be three times as many students applying to postsecondary institutions as declared life science majors.

Baseline Data: Number of students in this category as of 1986-87.

Sample Objective #4: There will be a 50% reduction in the number of high school dropouts.

Baseline Data: High school dropout rate for 1986-87.

Sample Objective #5: Fifty percent of the participating students will take the SAT by Spring 1990.

Baseline Data: No baseline data needed.

Sample Objective #6: Fifty percent of the students who take the SAT will have combined scores of more than 1000.

Baseline Data: No baseline data needed.

Sample Objective #7: Seventh-grade attendance will be improved.

Baseline Data: Seventh-grade attendance rates for 1986-87, broken down by semester and by excused and non-excused absences.

CAPP PROJECT PROGRESS REPORT
APRIL 15, 1988

PROJECT NAME: ______________________________

PROJECT NUMBER: __________

NAME OF PERSON COMPLETING FORM: ______________________

TELEPHONE: (____) __________

NAME OF INTERNAL EVALUATOR: ______________________

TELEPHONE: (____) __________

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: ______________

TELEPHONE: (____) __________

DATE: ______________

NAMES OF THOSE RECEIVING A COPY OF THIS REPORT:

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PART I: FORMATIVE EVALUATION - YEAR ONE (1987-88)

Please complete this sheet for each project goal. Use the most current version of your project goals, and refer to the timeline in your proposal as a starting point for listing activities. Include any additional activities. Attach a copy of your internal evaluation report(s).

Project Goal: ____

____

Project Activities	Current Status	Comments

PART II: PROJECT GOALS AND IMPLEMENTATION PLANS -- YEAR TWO -- 1988-89

Please complete this sheet for each project goal. The relationship between project activities and goals should be evident from the implementation plan outlined below.

Project Goal: ____

____

Target Date	Specific Task (Major)	Responsible Person(s)

PART III: REVISED BUDGET YEAR ONE 1987-88 AND BUDGET REQUEST YEAR TWO 1988-89

PART IV: DESCRIPTION OF 1989-90 PROJECT GOALS AND ACTIVITIES

Please provide a brief narrative outlining the major activities to be undertaken in the third year of the project. Include how these activities will contribute to reaching the overall project goals.

PART V: BUDGET ESTIMATE YEAR THREE 1989-90

PART VI: ADDITIONS AND/OR CORRECTIONS TO DECEMBER 15 REPORT

Please refer to the report submitted by the external CAPP evaluators (enclosed with letter from CAPP Director, dated February 18) and respond to those items mentioned as needing additional information, clarification, or correction.

CAPP PROJECT ANNUAL REPORT -- 1987-88

Due in CAPP Office: JUNE 30, 1988

PROJECT NAME: ____________________

PROJECT PARTNERS: ____________________

____

____

____

PROJECT NUMBER: __________

NAME OF PERSON COMPLETING FORM: ____________________

TELEPHONE: ( ) ____________________

NAME OF INTERNAL EVALUATOR: ____________________

TELEPHONE: ( ) ____________________

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: ____________________

TELEPHONE: ( ) ____________________

RECIPIENTS OF COPIES OF THIS REPORT:

CAPP Office (7 Copies)

Project Steering Committee

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CAPP PROJECT ANNUAL REPORT -- 1987-88

PART I. Please complete the following tables, including the totals for the 1987-88 academic year.

1. Total number and percent of participating students by grade:

Grade	Number	Percent of Total
6		%
7		%
8		%
9		%
10		%
11		%
12		%
Total		100 %

2. Number and percent of participating faculty by institutional level.

	Number	Percent
Secondary School Faculty		%
Post-Secondary Faculty		%
Total		100 %

3. Total number of student tutors/peer counselors participating in project activities:

	Number	Percent
Peer tutors/counselors		%
Postsecondary tutors/ counselors (non-faculty)		%
Total		100 %

4. Total number of parents participating in project activities, e.g. parents' meetings, workshops, in-home visits, etc.: (Do not count parents participating in more than one activity more than once.)

____

5. Number and percent of participating students by ethnicity.

	Number	Percent
American Indian	______	______%
Asian/Filipino	______	______%
Black	______	______%
Hispanic	______	______%
Pacific Islander	______	______%
White	______	______%
Other	______	______%
Total	______	______%

CAPP PROJECT ANNUAL REPORT -- 1987-88

PART II. GOALS AND BASELINE DATA

Using the examples below as a guide, please list your project's goals and baseline data as indicated in the following format:

Goal #1:

Baseline Data:

Population:

Statistics:

EXAMPLES:

(Sample) Goal: There will be a 50 percent increase in the percentage of students enrolling in language-based elective courses in the high school during 1989-90.

Baseline Data: Percentage of students enrolling in language-based elective courses in 1986-87, recorded separately for both fall and spring semesters.

Population: 10th, 11th, and 12th graders, 1986-87

Statistics: 10th graders -- 37% fall
34% spring
11th graders -- 29% fall
25% spring
12th graders -- 17% fall
16% spring

(Sample) Goal: Fifty percent of the participating students will take the SAT by Spring 1990.

Baseline Data: No baseline data needed.

(Sample) Goal: There will be a 35% reduction in the number of high school dropouts.

Baseline Data: High school dropout rates for 1985-86, 1986-87.

Population: 9th, 10th, 11th and 12th graders, 1985-86, 1986-87.

Statistics: 1985-86: 179
1986-87: 227

PART II. GOALS AND BASELINE DATA (cont.)

(Sample) Goal: Fifty percent of the students who take the SAT will have combined scores of more than 1050.

Baseline Data: No baseline data needed.

(Sample) Goal: We will revise our social science curricula and teaching materials for introduction in spring 1989.

Baseline Data: Faculty review committee assessment of existing social science course curricula and evaluation of additional resources not currently utilized by district.

Population: Faculty review committee

Statistics: Faculty review committee report and recommendations for changes in curricula and materials

(Sample) Goal: By spring 1990, there will be three times as many students applying to postsecondary institutions as declared life science majors.

Baseline Data: Number of students in this category, 1986-87.

Population: 12th graders, 1986-87

Statistics: 24 students

(Sample) Goal: Increase participating students' percentile change by 15 percent on standardized science and math tests.

Baseline Data: CTBS test scores for participating students

Population: Participating students' 8th grade scores (1986-87)

Statistics: Average CTBS test score = 37th percentile

CAPP PROJECT ANNUAL REPORT -- 1987-88

Please address the following in narrative form. (It will be necessary to attach additional pages.)

PART III. MAJOR SUCCESSES AND CONTRIBUTIONS

What do you consider the major successes and contributions of your project's 1987-88 efforts?

PART IV. SIGNIFICANT LEARNING

What do you feel would be useful to share with both new and continuing CAPP projects that you have learned during this first year?

What has been your most significant hurdle and how have you dealt with it?

PART V. UNANTICIPATED OUTCOMES

Please identify any unanticipated outcomes from your project to date.

PART VI. QUALITATIVE FEEDBACK TO PROJECTS

Frequently projects receive support from students, parents, faculty, districts, communities, etc. in ways that are difficult to document. This support may come in terms of letters, news clippings, class activities, individual case studies, anecdote, etc. Much of your project's success will come in terms of this qualitative data. Please discuss any of this qualitative information that indicates the impact of your project. (Include supporting documents in the Appendix.)

CAPP PROJECT ANNUAL REPORT -- 1987-88

PART VII. ACTIVITIES
STEERING COMMITTEE
INSTRUCTIONAL MATERIALS and PUBLICATIONS

Please address these items in brief, narrative form. Include supporting materials in the Appendix.

A. List any project activities which have taken place since the April 15 Formative Report and which were not included in that report. Please indicate how these activities tie into your overall project goals.

B. Include in an appendix, agendas and minutes from meetings of your project steering committee held this year.

C. Identify any instructional materials or publications produced by your project. Briefly describe them and include a copy of each in an appendix (there is no need to submit copies of materials already included in previous reports).

D. Include the results of any surveys of students and/or faculty your project may have conducted.

PART VIII. REVISIONS BASED ON THE ETI MARCH REPORT

Please include any information requested in the external evaluator's March 31, 1988 report which was not included in your April Formative Report.

PART IX. ADDITIONAL INFORMATION

Please include any information that you feel was not covered in this or earlier reports that may be helpful in better understanding your project's uniqueness, achievements, concerns, limitations, challenges, etc.

PART X. BUDGET

ACCOUNTING SUMMARY - JULY 1, 1987 - JUNE 30, 1988

Data Collection Forms 1988-89

CAPP

CAPP PROJECT DECEMBER 15 PROGRESS REPORT

Due in CAPP Office: DECEMBER 15, 1988

PROJECT NAME: ______

PROJECT PARTNERS: ______
(institutions/agencies)

PROJECT NUMBER: ______

NAME OF PERSON COMPLETING FORM: ______

TELEPHONE: ( )

NAME OF INTERNAL EVALUATOR: ______

TELEPHONE: ( )

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: ______

TELEPHONE: ( )

RECIPIENTS OF COPIES OF THIS REPORT:

CAPP Office (5 Copies)

Project Steering Committee

Other: ______

INSTRUCTIONS FOR CAPP EVALUATION FORMS

Enclosed are the following forms:

Individual Student Forms (3 sets):

All individual student forms are used by CAPP projects to collect data on individual students so that the information can be summarized for the summary student data forms. **Individual student data forms (1 per student) are not sent with the December report to the CAPP Office.** Note: Your program may not require all three forms.

1. **Individual Student Data Form--NEW ('88-'89) STUDENT**

   This form is for each student new to your program (those involved after the June annual report.)

2. **Individual Student Data Form--CONTINUING ('87-'88) STUDENT**

   This form is for each student continuing into the second year of your program (those included in the June annual report and still participating in CAPP classroom activities.)

3. **Individual Student Data Form--FORMER CAPP ('87-'88) STUDENT**

   This form is for each students who participated in '87-'88 in your program but who are not now continuing to participate in CAPP classroom activities. (This form does not apply to many CAPP projects.)

Summary Student Data Forms (3 sets):

1. **Summary Student Data Form--NEW ('88-'89) STUDENT**

   This form summarizes data on all students new to your program (those involved after the June annual report.)

2. **Summary Student Data Form--CONTINUING ('87-'88) STUDENT**

   This form summarizes data on all students continuing into the second year of your program (those included in the June annual report and still participating in CAPP classroom activities.)

3. **Summary Student Data Form--FORMER CAPP ('87-'88) STUDENT**

This form summarizes data on all students who participated in '87-'88 in your program but who are not now continuing to participate in CAPP classroom activities.

School Data Form

Please enclose one set of forms for each secondary school participating in your project.

Program Data Form

Please provide the information requested about your program on this form.

In addition, an example of baseline data related to individual project objectives is enclosed.

NOTE:

Specific data concerns that relate to individual projects can be discussed with the ETI evaluators during their fall site visits. If you are unclear as to which of the student data forms apply to your students, do not hesitate to contact them.

In addition, if you have any additional questions prior to meeting with the ETI evaluators, please call them directly: Mary Kay Stout and Michael Rubin (213-820-8521)

Individual Student Data Form
NEW ('88-'89) STUDENT

The following information should be recorded for each student as he/she begins participating in the project. This will enable evaluators to track students and monitor their progress during both the project and any subsequent follow-up studies. (This form should not be returned to the CAPP Office)

1. Name: ____________ First ____________ Middle ____________ Last

2. Social Security number: ___ ___ ___ - ___ ___ - ___ ___ ___ ___

3. Date of birth: ___ ___ / ___ ___ / ___ ___ 4. Grade level: ____

5. Sex: ___ Female ___ Male

6. Ethnicity:
   ___ American Indian
   ___ Asian/Filipino
   ___ Black
   ___ Hispanic
   ___ Pacific Islander
   ___ White
   ___ Other

7. School: ______________________

8. Date Entered Program: ___ ___ / ___ ___ / ___ ___

9. Cumulative GPA (junior or senior high school, as appropriate):

   ________ through ________ (semester) / ________ (year)

10. Number of courses taken and cumulative GPA in targeted subject area(s) beginning with jr. or sr. high school, as appropriate:

# of Courses	GPA		# of Courses	GPA	
________	____	Math	________	____	Lang. Arts
________	____	Sci.	________	____	Other. Specify:
________	____	Soc. Sci.			________

11. Program component(s) in which the student is participating:

   ____________ ____________ ____________

12. Standardized test scores. (Specific tests and subscores should be identified as appropriate to grade level and project focus, e.g., CTBS-science, CAP-M level 1, SAT-V, etc.)

Name of Test	Score	Date of Test	Name of Test	Score	Date of Test	Name of Test	Score	Date of Test

Individual Student Data Form
CONTINUING ('87-'88) STUDENT

The following information should be recorded for each continuing student participating in the project. (Questions 2-8, 11 and 12 may already be on record. If so, they need not be completed.) This form should not be returned to the CAPP Office.

1. Name: ____________ First ____________ Middle ____________ Last

2. Social Security number: ___ ___ ___ - ___ ___ - ___ ___ ___ ___

3. Date of birth: ___ ___ / ___ ___ / ___ ___   4. Grade level: ____

5. Sex: ___ Female ___ Male

6. Ethnicity:
___ American Indian
___ Asian/Filipino
___ Black
___ Hispanic
___ Pacific Islander
___ White
___ Other

7. School: ______________________

8. Date Entered Program: ___ ___ / ___ ___ / ___ ___

9. Cumulative GPA (junior or senior high school, as appropriate):

________ through ________ (semester) / ________ (year)

10. Number of courses taken and '87-88 GPA in targeted subject area(s), as appropriate:

# of Courses	GPA		# of Courses	GPA	
________	_____	Math	________	_____	Lang. Arts
________	_____	Sci.	________	_____	Other. Specify:
________	_____	Soc. Sci.			________

11. Program component(s) in which the student is participating:

____________ ____________ ____________

12. Standardized test scores. (Specific tests and subscores should be identified as appropriate to grade level and project focus, e.g., CTBS-science, CAP-M level 1, SAT-V, etc.)

Name of Test	Score	Date of Test	Name of Test	Score	Date of Test	Name of Test	Score	Date of Test
______	______	______	______	______	______	______	______	______
______	______	______	______	______	______	______	______	______

Individual Student Data Form
FORMER CAPP ('87-'88) STUDENT

The following information should be recorded for each former student participating in the project. This will enable evaluators to track students and monitor their progress during both the project and any subsequent follow-up studies. (This form should not be returned to the CAPP Office.)

1. Name: ____________ First ____________ Middle ____________ Last

2. Sex: ___ Female ___ Male

3. Ethnicity:
   - ___ American Indian
   - ___ Asian/Filipino
   - ___ Black
   - ___ Hispanic
   - ___ Pacific Islander
   - ___ White
   - ___ Other

4. School: ____________________

5. Date Entered Program: __ __ / __ __ / __ __

6. Cumulative GPA (junior or senior high school, as appropriate):

   ________ through ____________ (semester) / ________ (year)

7. Number of courses taken and '87-88 GPA in targeted subject area(s), as appropriate:

# of Courses	GPA		# of Courses	GPA	
________	_____	Math	________	_____	Lang. Arts
________	_____	Sci.	________	_____	Other. Specify:
________	_____	Soc. Sci.			____________

8. Program component(s) in which the student participated:

   ____________ ____________ ____________

9. Standardized test scores. (Specific tests and subscores should be identified as appropriate to grade level and project focus, e.g., CTBS-science, CAP-M level 1, SAT-V, etc.)

Name of Test	Score	Date of Test	Name of Test	Score	Date of Test	Name of Test	Score	Date of Test
______	_____	______	______	_____	______	______	_____	______
______	_____	______	______	_____	______	______	_____	______

INDIVIDUAL STUDENT DATA FORM(Continued)
FORMER CAPP STUDENT ('87-88)

10. Where is the former CAPP student currently (please indicate):

_______ Enrolled in 7th Grade

_______ Enrolled in 8th Grade

_______ Enrolled in 9th Grade

_______ Enrolled in 10th Grade

_______ Enrolled in 11th Grade

_______ Enrolled in 12th Grade

_______ Graduated from High School

_______ Transferred to another school

_______ Dropped out of school

_______ Whereabouts unknown

11. If currently enrolled in school, in what classes in the targeted subject area(s) is the student enrolled?

College prep track?

____ _____ Yes _____ No

____ _____ Yes _____ No

____ _____ Yes _____ No

12. If graduated, is the student attending a post-secondary institution?

_____ No _____ Yes

If yes, where is the student enrolled?

_____ CCC

_____ CSU

_____ UC

_____ Other public post-secondary

_____ Private post-secondary

_____ Unknown

Summary Student Data Form
NEW ('88-'89) STUDENTS

The information from the individual student data forms should be compiled and submitted in summary form as follows as part of the December 15 progress report.

PROJECT NAME: ____________________

NAME OF PERSON COMPLETING FORM: ____________________

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: ____________________

DATE: ____________________

1. Number and percent of participating students by sex.

	Number	Percent
Females	______	______%
Males	______	______%
Total	______	______%

2. Number and percent of participating students by ethnicity.

	Number	Percent
American Indian	______	______%
Asian/Filipino	______	______%
Black	______	______%
Hispanic	______	______%
Pacific Islander	______	______%
White	______	______%
Other	______	______%
Total	______	______%

DECEMBER 1988

PROGRAM DATA FORM

The following program data should be submitted as part of the December 15 progress report.

PROJECT NAME: ______________________________

NAME OF PERSON COMPLETING FORM: ______________________

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: ______________

DATE: ______________

1. Number of secondary schools served by the project to date:

_____ Junior High Schools

_____ Senior High Schools

2. Number of faculty/staff participants by institutional level and discipline to date:

	Math	Science	Lang. Arts	Soc. Science	Counseling	Other (Specify) ________
Jr. H.S.	_____	_____	_____	_____	_____	_____
Sr. H.S.	_____	_____	_____	_____	_____	_____
Comm. Col.	_____	_____	_____	_____	_____	_____
CSU	_____	_____	_____	_____	_____	_____
UC	_____	_____	_____	_____	_____	_____
Private Postsec.	_____	_____	_____	_____	_____	_____
Totals	_____	_____	_____	_____	_____	_____

PROGRAM DATA FORM (continued)

3. Total number of faculty/staff involved in the project by ethnicity and institutional level:

	Secondary		Postsecondary	
	N	%	N	%
American Indian				
Asian/Filipino				
Black				
Hispanic				
Pacific Islander				
White				
Other				
Totals				

4. Total number of student tutors and peer counselors involved in the project by ethnicity:

	N	%
American Indian		
Asian/Filipino		
Black		
Hispanic		
Pacific Islander		
White		
Other		
Total		

PROGRAM DATA FORM (continued)

3. Total number of faculty/staff involved in the project by ethnicity and institutional level:

	Secondary		Postsecondary	
	N	%	N	%
American Indian	______	______	______	______
Asian/Filipino	______	______	______	______
Black	______			______
Hispanic	______	______	______	______
Pacific Islander	______	______	______	______
White	______	______	______	______
Other	______	______	______	______
Totals	______	______	______	______

4. Total number of student tutors and peer counselors involved in the project by ethnicity:

	N	%
American Indian	______	______
Asian/Filipino	______	______
Black	______	______
Hispanic	______	______
Pacific Islander	______	______
White	______	______
Other	______	______
Total	______	______

PROGRAM DATA FORM (continued)

5. Total number of parents involved in the project (from Fall '87): ____________

6. Number of parents attending each parent activity (from Fall '87). (Attach additional sheets if necessary.)

N	Activity Description
_____	______________________________
_____	______________________________
_____	______________________________

7. Number of faculty/staff attending (from Fall '87) each special project activity (e.g., workshops, symposia, etc.) by institutional level. (Attach additional sheets if necessary.)

	Specify Activity: [__________]	Specify Activity: [__________]	Specify Activity: [__________]
Jr. H.S.	_____	_____	_____
Sr. H.S.	_____	_____	_____
Community College	_____	_____	_____
CSU	_____	_____	_____
UC	_____	_____	_____
Private Postsecondary	_____	_____	_____
Totals	_____	_____	_____

8. Criteria used to select faculty/staff participants by institutional level:

Jr. H.S.: ______________________________

Sr. H.S.: ______________________________

Comm. Col.: ______________________________

CSU: ______________________________

UC: ______________________________

Priv. Post.: ______________________________

PROGRAM DATA FORM (continued)

9. Criteria used to select students to participate in each project component. (Attach additional sheets as necessary.)

Specify component: ______________________________

Criteria: ______________________________

____

Specify component: ______________________________

Criteria: ______________________________

____

Specify component: ______________________________

Criteria: ______________________________

____

10. Timeframe (from Fall '87) of various project activities for both faculty and students. (Add additional sheets as necessary.)

Activity	Activity Description and Timeframe
EXAMPLE: Peer Counseling	Students participated after school for 2 hours per week for 10 weeks
EXAMPLE: Teacher Workshops	Teachers attended two Saturday sessions of 4 hours per session.
______________	______________________________ ______________________________
______________	______________________________ ______________________________
______________	______________________________ ______________________________
______________	______________________________ ______________________________

THE REMAINING ITEMS ON THE PROGRAM DATA/INFORMATION FORM SHOULD BE ANSWERED IN THE ORDER THEY ARE PRESENTED BELOW IN BRIEF NARRATIVE OR OUTLINE FORM. PLEASE TRY TO KEEP THE TOTAL NARRATIVE/OUTLINE UNDER SEVEN PAGES, EXCLUSIVE OF MATERIALS REQUESTED TO BE INCLUDED IN AN APPENDIX.

11. List each of your project's goals and objectives and indicate progress toward accomplishing them to date. Be sure to include your dissemination and institutionalization goals. Also indicate the extent to which the attainment of any objectives can be directly attributed to your CAPP project.

12. Indicate the extent to which your project is adhering to its proposed timeline and identify any timeline modifications which are currently anticipated for the remainder of the project.

13. Identify any instructional materials or publications produced by your project since your June 1988 report. Briefly describe them and include a copy of each in an appendix.

14. Present any internal evaluation data to date (e.g., pretest/posttest results, results from teacher or students surveys, etc.) in summary form with appropriate interpretation. Include any detailed analyses in an appendix.

15. Include in an appendix, a copy of your approved budget and an accounting of actual expenditures and encumbrances through December 1, 1988 in each budget category.

16. Identify any necessary budgetary revisions (internal movement of funds only) and include a copy of a proposed revised budget in an appendix.

17. Include minutes of your steering committee meetings since June 1988.

CAPP PROJECT ANNUAL REPORT -- 1988-89

Due in CAPP Office: JUNE 30, 1989

PROJECT NAME: ______________________________

PROJECT PARTNERS: ______________________________

____

____

____

PROJECT NUMBER: ______________

NAME OF PERSON COMPLETING FORM: ______________________________

TELEPHONE: (   ) ______________________________

NAME OF INTERNAL EVALUATOR: ______________________________

TELEPHONE: (   ) ______________________________

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: ______________________________

TELEPHONE: (   ) ______________________________

RECIPIENTS OF COPIES OF THIS REPORT:

CAPP Office (7 Copies)

Project Steering Committee

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CAPP PROJECT ANNUAL REPORT -- 1988-89

PART I. Please complete the following tables, including the totals for the 1988-89 academic year.

1. Total number and percent of participating students by grade:

Grade	Number	Percent of Total
6	______	______%
7	______	______%
8	______	______%
9	______	______%
10	______	______%
11	______	______%
12	______	______%
Total	______	100 %

2. Number and percent of participating faculty by institutional level.

	Number	Percent
Secondary School Faculty	______	______%
Post-Secondary Faculty	______	______%
Total	______	100 %

3. Total number of student tutors/peer counselors participating in project activities:

	Number	Percent
Peer tutors/counselors	______	______%
Post-Secondary tutors/ counselors (non-faculty)	______	______%
Total	______	100 %

CAPP PROJECT ANNUAL REPORT -- 1988-89

4. Total number of parents participating in project activities, e.g. parent's meetings, workshops, in-home visits, etc.: (Do not count parents participating in more than one activity more than once.)

______

5. Number and percent of participating students by ethnicity.

	Number	Percent
American Indian	______	______%
Asian/Filipino	______	______%
Black	______	______%
Hispanic	______	______%
Pacific Islander	______	______%
White	______	______%
Other	______	______%
Total	______	100 %

CAPP PROJECT ANNUAL REPORT -- 1988-89

PART II. CHECK LIST OF PROJECT ACTIVITIES

Please check from the list below those activities that have been a part of your project's activities:

In-service workshops:
  [ ] for faculty
  [ ] for counselors
  [ ] for parents

Tutoring:
  [ ] by peers
  [ ] by college students

Counseling:
  [ ] by peers
  [ ] by project staff

Articulation:
  [ ] of curriculum
  [ ] of support services
  [ ] of information
  [ ] between secondary/postsecondary schools
  [ ] between secondary/secondary schools

Team Teaching:
  [ ] secondary and college faculty
  [ ] secondary faculty only
  [ ] college faculty only

Summer Programs:
  [ ] for faculty
  [ ] for students

Attendance at forums/seminars:
  [ ] by faculty
  [ ] by counselors
  [ ] by parents
  [ ] by students

Presentations at conferences:
  [ ] by faculty
  [ ] by counselors

CAPP PROJECT ANNUAL REPORT -- 1988-89

PART II. CHECK LIST OF PROJECT ACTIVITIES (continued)

Curriculum Development:
☐ in target subject areas
☐ in other subject areas

Curriculum Revision/Enhancement:
☐ in target subject areas
☐ in other subject areas

Field Trips:
☐ related to target subject areas
☐ other subject areas

Teacher-parent Liaison:
☐ project staff member
☐ other liaison

Testing:
☐ in target subject areas
☐ in other subject areas

Other: (please describe)

____

____

Other: (please describe)

____

____

Other: (please describe)

____

____

Other: (please describe)

____

____

CAPP PROJECT ANNUAL REPORT -- 1988-89

PART III. FORMATIVE EVALUATION - YEAR TWO (1988-89)

Please complete this sheet for each project goal, listing your project goal and baseline data. (attach additional sheets as necessary). Use the most current version of your project goals, and refer to the timeline your proposal as a starting point for listing activities. Include any additional activities. Attach a copy of your internal evaluation report(s).

Project Goal: ______________________________

Baseline Data: ______________________________

Project Activities	Current Status	Comments

CAPP PROJECT ANNUAL REPORT -- 1988-89

Please address the following in narrative form. (It will be necessary to attach additional pages.)

PART IV. MAJOR SUCCESSES AND CONTRIBUTIONS

What do you consider the major successes and contributions of your project's 1988-89 efforts?

PART V. SIGNIFICANT LEARNING

What do you feel would be useful to share with both new and continuing CAPP projects that you have learned during this year?

What has been your most significant hurdle in 1988-89 and how have you dealt with it?

PART VI. UNANTICIPATED OUTCOMES

Please identify any unanticipated outcomes from your project to date.

PART VII. QUALITATIVE FEEDBACK TO PROJECTS

Frequently projects receive support from students, parents, faculty, districts, communities, etc. in ways that are difficult to document. This support may come in terms of letters, news clippings, class activities, individual case studies, anecdote, etc. Much of your project's success will come in terms of this qualitative data. Please discuss any of this qualitative information that indicates the impact of your project. (Include supporting documents in the Appendix.)

PART VIII. DISSEMINATION EFFORTS

What have been your specific dissemination efforts to date? What specific dissemination activities are planned?

PART IX. INSTITUTIONALIZATION EFFORTS

What have been your specific institutionalization efforts to date? What specific institutionalization activities are planned?

PART X. TRACKING PROJECT STUDENTS

How have you been tracking project students, and what plans do you have to continue tracking project students?

PART XI. DOCUMENTING CURRICULUM REVISION/ENHANCEMENT

How is your project documenting the process of curriculum revision/ enhancement as a result of your partnership? (Include any supporting documents in the Appendix.)

PART XII. STEERING COMMITTEE

What has been the role of your project Steering Committee? Include agendas and minutes from meetings of your project Steering Committee held this year.

PART XIII. ACTIVITIES INSTRUCTIONAL MATERIALS and PUBLICATIONS

Please address these items in brief, narrative form. Include supporting materials in the Appendix.

A. List any project activities which have taken place since the December 15 Formative Report and which were not included in that report. Please indicate how these activities tie into your overall project goals.

B. Identify any instructional materials or publications produced by your project. Briefly describe them and include a copy of each in an appendix (there is no need to submit copies of materials already included in previous reports).

C. Include the results of any surveys of students and/or faculty your project may have conducted.

PART XIV. ADDITIONAL INFORMATION

Please include any information that you feel was not covered in this or earlier reports that may be helpful in better understanding your project's uniqueness, achievements, concerns, limitations, challenges, etc.

Data Collection Forms 1989-90

CAPP PROJECT FEBRUARY 2 PROGRESS REPORT

Due in CAPP Office: FEBRUARY 2, 1990

PROJECT NAME: ____________________

PROJECT PARTNERS: ____________________
(institutions/agencies)
____
____
____

PROJECT NUMBER: __________

NAME OF PERSON COMPLETING FORM: ____________________

TELEPHONE: (   ) ____________________

NAME OF INTERNAL EVALUATOR: ____________________

TELEPHONE: (   ) ____________________

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: ____________________

TELEPHONE: (   ) ____________________

RECIPIENTS OF COPIES OF THIS REPORT:

CAPP Office (7 Copies)

Project Steering Committee

Other: ____________________
____
____
____
____
____

INSTRUCTIONS FOR CAPP EVALUATION FORMS

Enclosed are the following forms:

Individual Student Forms (3 sets):

All individual student forms are used by CAPP projects to collect data on individual students so that the information can be summarized for the summary student data forms. **Individual student data forms (1 per student) are not sent with the December report to the CAPP Office.** Note: Your program may not require all three forms.

1. **Individual Student Data Form--NEW ('89-'90) STUDENT**

   This form is for each student new to your program (those involved after the June 1989 Annual Report.)

2. **Individual Student Data Form--CONTINUING STUDENT**

   This form is for each student continuing into the second or third year of your program.

3. **Individual Student Data Form--FORMER CAPP STUDENT**

   This form is for each student who participated in '87-'88 or '88-'89 in your program but who are not now continuing to participate in CAPP classroom activities. (This form does not apply to some CAPP projects.)

Summary Student Data Form (3 sets):

1. **Summary Student Data Form--NEW ('89-'90) STUDENT**

   This form summarizes data on all students new to your program (those involved after the June 1989 Annual Report.)

2. **Summary Student Data Form--CONTINUING STUDENT**

   This form summarizes data on all students continuing into the second or third year of your program.

3. **Summary Student Data Form--FORMER CAPP STUDENT**

   This form summarizes data on all students who participated in '87-'88 or '88-'89 in your program but who are not now continuing to participate in CAPP classroom activities.

School Data Form

Please enclose one set of forms for each secondary school participating in your project.

Program Data Form

Please provide the information requested about your program on this form.

NOTE:

Specific data concerns that relate to individual projects can be discussed with the ETI evaluators during their fall site visits. If you are unclear as to which of the student data forms apply to your students, do not hesitate to contact them.

In addition, if you have any additional questions prior to meeting with the ETI evaluators, please call them directly: Mary Kay Stout and Michael Rubin (213) 820-8521.

INDIVIDUAL STUDENT DATA FORM
NEW ('89-90) STUDENT

The following information should be recorded for each student as he/she begins participating in the project. This will enable evaluators to track students and monitor their progress during both the project and any subsequent follow-up studies. **(This form should not be returned to the CAPP Office.)**

1. Name: ______________ First ______________ Middle ______________ Last

2. Social Security number: __ __ __ - __ __ - __ __ __ __

3. Date of birth: __ __ / __ __ / __ __ 4. Grade level: ____

5. Sex: ___ Female ___ Male

6. Ethnicity:
   ___ American Indian
   ___ Asian/Filipino
   ___ Black
   ___ Hispanic
   ___ Pacific Islander
   ___ White
   ___ Other

7. School: ______________________________

8. Date Entered Program: __ __ / __ __ / __ __

9. Cumulative GPA (junior or senior high school, as appropriate):

   ________ through __________ (semester) / __________ (year)

10. Number of courses taken and cumulative GPA **in targeted subject area(s)** beginning with jr. or sr. high school, as appropriate:

# of Courses	GPA		# of Courses	GPA	
____________	_____	Math	____________	_____	Lang. Arts
____________	_____	Sci.	____________	_____	Other. Specify:
____________	_____	Soc. Sci.		____________________	

11. Program component(s) in which the student is participating:

    __________________ __________ ________ ___________________

12. Standardized test scores. (Specific tests and subscores should be identified as appropriate to grade level and project focus, e.g., CTBS-science, CAP-M level 1, SAT-V, etc.)

Name of Test	Score	Date of Test	Name of Test	Score	Date of Test	Name of Test	Score	Date of Test
_______	_____	_____	_______	_____	_____	_______	_____	_____
_______	_____	_____	_______	_____	_____	_______	_____	_____

INDIVIDUAL STUDENT DATA FORM
CONTINUING STUDENT

The following information should be recorded for each continuing student participating in the project. **(Questions 2-8, 11 and 12 may already be on record. If so, they need not be completed.) This form should not be returned to the CAPP Office.**

1. Name: ______________ First ______________ Middle ______________ Last

2. Social Security number: __ __ __ - __ __ - __ __ __ __

3. Date of birth: __ __ / __ __ / __ __ 4. Grade level: ____

5. Sex: ___ Female ___ Male

6. Ethnicity:
   ___ American Indian
   ___ Asian/Filipino
   ___ Black
   ___ Hispanic
   ___ Pacific Islander
   ___ White
   ___ Other

7. School: ______________________________

8. Date Entered Program: __ __ / __ __ / __ __

9. Cumulative GPA (junior or senior high school, as appropriate):

   ________ through ___________ (semester) / __________ (year)

10. Number of courses taken and '88-'89 GPA **in targeted subject area(s)**, as appropriate:

# of Courses	GPA		# of Courses	GPA	
____________	_____	Math	____________	_____	Lang. Arts
____________	_____	Sci.	____________	_____	Other. Specify:
____________	_____	Soc. Sci.			____________________

11. Program component(s) in which the student is participating:

    __________________ __________________ __________________

12. Standardized test scores. (Specific tests and subscores should be identified as appropriate to grade level and project focus, e.g., CTBS-science, CAP-M level 1, SAT-V, etc.)

Name of Test	Score	Date of Test	Name of Test	Score	Date of Test	Name of Test	Score	Date of Test
_______	_____	______	_______	_____	______	_______	_____	______
_______	_____	______	_______	_____	______	_______	_____	______

INDIVIDUAL STUDENT DATA FORM
FORMER CAPP STUDENT

The following information should be recorded for each former student participating in the project. This will enable evaluators to track students and monitor their progress during both the project and any subsequent follow-up studies. **(This form should not be returned to the CAPP Office.)**

1. Name: ______________ ______________ ________________
   First Middle Last

2. Sex: ___ Female ___ Male

3. Ethnicity:
   ___ American Indian
   ___ Asian/Filipino
   ___ Black
   ___ Hispanic
   ___ Pacific Islander
   ___ White
   ___ Other

4. School: __________________________

5. Date Entered Program: __ __ / __ __ / __ __

6. Cumulative GPA (junior or senior high school, as appropriate):

   ________ through __________ / _________
   (semester) (year)

7. Number of courses taken and '88-'89 GPA **in targeted subject area(s)**, as appropriate:

# of Courses	GPA		# of Courses	GPA	
____________	_____	Math	____________	_____	Lang. Arts
____________	_____	Sci.	____________	_____	Other. Specify:
____________	_____	Soc. Sci.		____________________	

8. Program component(s) in which the student participated:

   __________________ __________________ __________________

9. Standardized test scores. (Specific tests and subscores should be identified as appropriate to grade level and project focus, e.g., CTBS-science, CAP-M level 1, SAT-V, etc.)

Name of Test	Score	Date of Test	Name of Test	Score	Date of Test	Name of Test	Score	Date of Test
_______	_____	______	_______	_____	______	_______	_____	______
_______	_____	______	_______	_____	______	_______	_____	______

INDIVIDUAL STUDENT DATA FORM(Continued)
FORMER CAPP STUDENT

10. Where is the former CAPP student currently (please indicate):

________ Enrolled in 7th Grade

________ Enrolled in 8th Grade

________ Enrolled in 9th Grade

________ Enrolled in 10th Grade

________ Enrolled in 11th Grade

________ Enrolled in 12th Grade

________ Graduated from High School

________ Transferred to another school

________ Dropped out of school

________ Whereabouts unknown

11. If currently enrolled in school, in what classes in the targeted subject area(s) is the student enrolled?

College prep track?

____ _____ Yes _____ No

____ _____ Yes _____ No

____ _____ Yes _____ No

12. If graduated, is the student attending a post-secondary institution?

_____ No _____ Yes

If yes, where is the student enrolled?

_____ CCC

_____ CSU

_____ UC

_____ Other public post-secondary

_____ Private post-secondary

______ Unknown

SUMMARY STUDENT DATA FORM
NEW ('89-90) STUDENT

The information from the individual student data forms should be compiled and submitted in summary form as follows as part of the February 2, 1990 progress report.

PROJECT NAME: ____

NAME OF PERSON COMPLETING FORM: __________________________

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: _________________

DATE: _________________

1. Number and percent of participating students by sex.

	Number	Percent
Females	______	______%
Males	______	______%
Total	______	______%

2. Number and percent of participating students by ethnicity.

	Number	Percent
American Indian	______	______%
Asian/Filipino	______	______%
Black	______	______%
Hispanic	______	______%
Pacific Islander	______	______%
White	______	______%
Other	______	______%
Total	______	______%

SUMMARY STUDENT DATA FORM (continued)
NEW ('88-89) STUDENTS

3. Number and percent of participating students by grade level:

	N	%		N	%
6th Grade	_____	_____	10th Grade	_____	_____
7th Grade	_____	_____	11th Grade	_____	_____
8th Grade	_____	_____	12th Grade	_____	_____
9th Grade	_____	_____	Total	_____	_____

4. Number of students in each project component or activity. (Add additional sheets if necessary.)

N
_____ (Specify component/activity: ______________________________)
_____ (Specify component/activity: ______________________________)
_____ (Specify component/activity: ______________________________)

5. Average GPA of all participating students. _______

6. Average GPA of all participating students in project's targeted subject area(s):

_______ Mathematics
_______ Science
_______ Social Science
_______ Language Arts
_______ Other (Please specify: ______________________________)

7. Average standardized test scores of all students participating in the project (as appropriate to target subject area):

Name of Test	Ave. Score	Date of Test	Name of Test	Ave. Score	Date of Test	Name of Test	Ave. Score	Date of Test
_______	_____	_______	_______	_____	_______	_______	_____	_______
_______	_____	_______	_______	_____	_______	_______	_____	_______

Summary Student Data Form
CONTINUING ('87-'88) STUDENTS

The information from the individual student data forms should be compiled and submitted in summary form as follows as part of the December 15 progress report.

PROJECT NAME: ______________________

NAME OF PERSON COMPLETING FORM: ______________________

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: ______________________

DATE: ______________________

1. Number and percent of participating students by sex.

	Number	Percent
Females	______	______%
Males	______	______%
Total	______	______%

2. Number and percent of participating students by ethnicity.

	Number	Percent
American Indian	______	______%
Asian/Filipino	______	______%
Black	______	______%
Hispanic	______	______%
Pacific Islander	______	______%
White	______	______%
Other	______	______%
Total	______	______%

SUMMARY STUDENT DATA FORM (continued)
CONTINUING ('88-89) STUDENTS

3. Number and percent of participating students by grade level:

	N	%		N	%
6th Grade	_____	_____	10th Grade	_____	_____
7th Grade	_____	_____	11th Grade	_____	_____
8th Grade	_____	_____	12th Grade	_____	_____
9th Grade	_____	_____	Total	_____	_____

4. Number of students in each project component or activity. (Add additional sheets if necessary.)

N

_____ (Specify component/activity: ______________________________)

_____ (Specify component/activity: ______________________________)

_____ (Specify component/activity: ______________________________)

5. Average GPA of all participating students. _______

6. Average '87-88 GPA of all participating students in project's targeted subject area(s):

_______ Mathematics

_______ Science

_______ Social Science

_______ Language Arts

_______ Other (Please specify: ______________________________)

7. Average standardized test scores of all students participating in the project (as appropriate to target subject area):

Name of Test	Ave. Score	Date of Test	Name of Test	Ave. Score	Date of Test	Name of Test	Ave. Score	Date of Test
_______	_______	_______	_______	_______	_______	_______	_______	_______
_______	_______	_______	_______	_______	_______	_______	_______	_______

DECEMBER 1988

Summary Student Data Form
FORMER CAPP ('87-'88) STUDENTS

The information from the individual student data forms should be compiled and submitted in summary form as follows as part of the December 15 progress report.

PROJECT NAME: ______________________________

NAME OF PERSON COMPLETING FORM: ______________________________

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: ______________________________

DATE: ______________________________

1. Number and percent of former CAPP students by sex.

	Number	Percent
Females	______	______%
Males	______	______%
Total	______	______%

2. Number and percent of former CAPP students by ethnicity.

	Number	Percent
American Indian	______	______%
Asian/Filipino	______	______%
Black	______	______%
Hispanic	______	______%
Pacific Islander	______	______%
White	______	______%
Other	______	______%
Total	______	______%

SUMMARY STUDENT DATA FORM (continued)
FORMER CAPP STUDENTS ('87-88)

3. Number and percent of former students by grade level:

	N	%		N	%
Enrolled in 7th Grade	_____	_____	Graduated from High School	_____	_____
Enrolled in 8th Grade	_____	_____			
Enrolled in 9th Grade	_____	_____	Transferred to another school	_____	_____
Enrolled in 10th Grade	_____	_____	Dropped out of school	_____	_____
Enrolled in 11th Grade	_____	_____	Whereabouts unknown	_____	_____
Enrolled in 12th Grade	_____		Total	_____	_____

4. Number of former students in each project component or activity. (Add additional sheets if necessary.)

N

_____ (Specify component/activity: ____________________________)

_____ (Specify component/activity: ____________________________)

_____ (Specify component/activity: ____________________________)

5. Average GPA of all former students. _______

6. Average '87-88 GPA of all former CAPP students in project's targeted subject area(s):

_______ Mathematics

_______ Science

_______ Social Science

_______ Language Arts

_______ Other (Please specify: ____________________________)

7. Average standardized test scores of all former students in the project (as appropriate to target subject area):

Name of Test	Ave. Score	Date of Test	Name of Test	Ave. Score	Date of Test	Name of Test	Ave. Score	Date of Test
_______	_____	_______	_______	_____	_______	_______	_____	_______
_______	_____	_______	_______	_____	_______	_______	_____	_______

SCHOOL DATA FORM

The information listed below will need to be provided for each junior high school and senior high school participating in the project, and should be included in the December 15 progress report. All school data requested is for fall semester 1988-89.

PROJECT NAME: ______________________________

NAME OF PERSON COMPLETING FORM: ______________________________

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: ______________________________

DATE: ______________________________

1. Total number of teachers by ethnicity in the project's targeted subject area(s): Add additional sheets if your project has more than three targeted subject areas.

	Specify Subject Area:		Specify Subject Area:		Specify Subject Area:	
	N	%	N	%	N	%
American Indian						
Asian/Filipino						
Black						
Hispanic						
Pacific Islander						
White						
Other						
Totals						

2. Average standardized test scores as appropriate for school level and subject area(s) targeted by your project:

Name of Test	Ave. Score	Date of Test	Name of Test	Ave. Score	Date of Test	Name of Test	Ave. Score	Date of Test

SCHOOL DATA FORM (continued)

3. The teacher/student ratio in your school in the subject area(s) targeted by your project.

Subject Area	T:S Ratio	Subject Area	T:S Ratio
________	________	________	________
________	________	________	________

4. Average daily attendance by grade level. Please fill in the appropriate grades for your school.

	____ Grade	____ Grade	____ Grade	____ Grade
ADA:	________	________	________	________

5. For senior high schools, the proportion of graduating class attending college (for the most recent year available):

________ % Specify year: ________

6. For senior high schools, performance of graduates in post-secondary institutions (for most recent year available):

	Average Freshman GPA	Number of Students	Base Year
CCC campuses	______	______	______
CSU campuses	______	______	______
UC campuses	______	______	______
Other campuses	______	______	______

7. For senior high schools, add any other available data regarding postsecondary performance or persistance.

____

____

____

SUMMARY STUDENT DATA FORM (continued)
NEW ('89-90) STUDENTS

3. Number and percent of participating students by grade level:

	N	%		N	%
6th Grade	_____	_____	10th Grade	_____	_____
7th Grade	_____	_____	11th Grade	_____	_____
8th Grade	_____	_____	12th Grade	_____	_____
9th Grade	_____	_____	**Total**	_____	_____

4. Number of students in each project component or activity. (Add additional sheets if necessary.)

N

_____ (Specify component/activity: ____________________________)

_____ (Specify component/activity: ____________________________)

_____ (Specify component/activity: ____________________________)

5. Average GPA of all participating students. _______

6. Average GPA of all participating students in project's targeted subject area(s):

_______ Mathematics

_______ Science

_______ Social Science

_______ Language Arts

_______ Other (Please specify: ___________________________)

7. Average standardized test scores of all students participating in the project (as appropriate to target subject area):

Name of Test	Ave. Score	Date of Test	Name of Test	Ave. Score	Date of Test	Name of Test	Ave. Score	Date of Test
_______	_____	______	_______	_____	______	_______	_____	______
_______	_____	______	_______	_____	______	_______	_____	______

SUMMARY STUDENT DATA FORM
CONTINUING STUDENT

The information from the individual student data forms should be compiled and submitted in summary form as follows as part of the February 2, 1990 progress report.

PROJECT NAME: ______________________________

NAME OF PERSON COMPLETING FORM: ______________________________

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: ______________________________

DATE: ______________________________

1. Number and percent of participating students by sex.

	Number	Percent
Females	______	______%
Males	______	______%
Total	______	______%

2. Number and percent of participating students by ethnicity.

	Number	Percent
American Indian	______	______%
Asian/Filipino	______	______%
Black	______	______%
Hispanic	______	______%
Pacific Islander	______	______%
White	______	______%
Other	______	______%
Total	______	______%

SUMMARY STUDENT DATA FORM (continued)
CONTINUING STUDENTS

3. Number and percent of participating students by grade level:

	N	%		N	%
6th Grade	_____	_____	10th Grade	_____	_____
7th Grade	_____	_____	11th Grade	_____	_____
8th Grade	_____	_____	12th Grade	_____	_____
9th Grade	_____	_____	**Total**	_____	_____

4. Number of students in each project component or activity. (Add additional sheets if necessary.)

N

_____ (Specify component/activity: ____________________________)

_____ (Specify component/activity: ____________________________)

_____ (Specify component/activity: ____________________________)

5. Average GPA of all participating students. _______

6. Average '88-'89 GPA of all participating students in project's targeted subject area(s):

_______ Mathematics

_______ Science

_______ Social Science

_______ Language Arts

_______ Other (Please specify: ____________________________)

7. Average standardized test scores of all students participating in the project (as appropriate to target subject area):

Name of Test	Ave. Score	Date of Test	Name of Test	Ave. Score	Date of Test	Name of Test	Ave. Score	Date of Test
_______	_____	______	_______	_____	______	_______	_____	______
_______	_____	______	_______	_____	______	_______	_____	______

SUMMARY STUDENT DATA FORM
FORMER CAPP STUDENT

The information from the individual student data forms should be compiled and submitted in summary form as follows as part of the February 2, 1990 progress report.

PROJECT NAME: ______________________________

NAME OF PERSON COMPLETING FORM: ______________________

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: ______________

DATE: ______________

1. Number and percent of former CAPP students by sex.

	Number	Percent
Females	______	______%
Males	______	______%
Total	______	______%

2. Number and percent of former CAPP students by ethnicity.

	Number	Percent
American Indian	______	______%
Asian/Filipino	______	______%
Black	______	______%
Hispanic	______	______%
Pacific Islander	______	______%
White	______	______%
Other	______	______%
Total	______	______%

SUMMARY STUDENT DATA FORM (continued)
FORMER CAPP STUDENTS

3. Number and percent of former students by grade level:

	N	%		N	%
Enrolled in 7th Grade	_____	_____	Graduated from High School	_____	_____
Enrolled in 8th Grade	_____	_____			
Enrolled in 9th Grade	_____	_____	Transferred to another school	_____	_____
Enrolled in 10th Grade	_____	_____	Dropped out of school	_____	_____
Enrolled in 11th Grade	_____	_____	Whereabouts unknown	_____	_____
Enrolled in 12th Grade	_____	_____	Total	_____	_____

4. Number of former students in each project component or activity. (Add additional sheets if necessary.)

N

_____ (Specify component/activity: ___________________________)

_____ (Specify component/activity: ___________________________)

_____ (Specify component/activity: ___________________________)

5. Average GPA of all former students. _______

6. Average '88-'89 GPA of all former CAPP students in project's targeted subject area(s):

_______ Mathematics

_______ Science

_______ Social Science

_______ Language Arts

_______ Other (Please specify: ___________________________)

7. Average standardized test scores of all former students in the project (as appropriate to target subject area):

Name of Test	Ave. Score	Date of Test	Name of Test	Ave. Score	Date of Test	Name of Test	Ave. Score	Date of Test
_______	_____	______	_______	_____	______	_______	_____	______
_______	_____	______	_______	_____	______	_______	_____	______

SCHOOL DATA FORM

The information listed below will need to be provided for each junior high school and senior high school participating in the project, and should be included in the February 2, 1990 progress report. **All school data requested is for fall semester 1989-90.**

PROJECT NAME: ______________________________

NAME OF PERSON COMPLETING FORM: ____________________

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: ______________

DATE: ______________

1. Total number of teachers by ethnicity **in the project's targeted subject area(s):** Add additional sheets if your project has more than three targeted subject areas.

	Specify Subject Area: ________		**Specify Subject Area:** ________		**Specify Subject Area:** ________	
	N	%	N	%	N	%
American Indian	____	____	____	____	____	____
Asian/Filipino	____	____	____	____	____	____
Black	____	____	____	____	____	____
Hispanic	____	____	____	____	____	____
Pacific Islander	____	____	____	____	____	____
White	____	____	____	____	____	____
Other	____	____	____	____	____	____
Totals	____	____	____	____	____	____

2. Average standardized test scores as appropriate for school level and subject area(s) targeted by your project:

Name of Test	Ave. Score	Date of Test	Name of Test	Ave. Score	Date of Test	Name of Test	Ave. Score	Date of Test
____	____	____	____	____	____	____	____	____
____	____	____	____	____	____	____	____	____

SCHOOL DATA FORM (continued)

3. The teacher/student ratio in your school **in the subject area(s) targeted by your project.**

Subject Area	T:S Ratio	Subject Area	T:S Ratio

4. Average daily attendance by grade level. **Please fill in the appropriate grades for your school.**

	____ **Grade**	____ **Grade**	____ **Grade**	____ **Grade**
ADA:				

5. **For senior high schools,** the proportion of graduating class attending college (for the most recent year available):

__________ %   Specify year: __________

6. **For senior high schools,** performance of graduates in post-secondary institutions (for most recent year available):

	Average Freshman GPA	Number of Students	Base Year
CCC campuses			
CSU campuses			
UC campuses			
Other campuses			

7. **For senior high schools,** add any other available data regarding postsecondary performance or persistance.

8. Indicate the number of students who meet the following definition of a **NO-DATA STUDENT** at this school for '89-'90, and give an estimate of the numbers of students who met this definition for '87-'88 and '88-'89.

DEFINITION: NO-DATA STUDENT

> Students directly served by your project and on whom you can obtain a "nose count" of their participating **four or more times** in one or more project activity components. This number is extremely important in giving an accurate picture of students directly served by CAPP.

Number of **NO-DATA STUDENTS:**

1987-88 (estimated):____________________

1988-89 (estimated):____________________

1989-90:____________________________

9. Indicate the number of students who meet the following definition of an **INDIRECT PARTICIPANT** at this school for '89-'90, and give an estimate of the numbers of students who met this definition for '87-'88 and '88-'89.

DEFINITION: INDIRECT PARTICIPANT

> Students directly served, such as students sent mass mailings, participating in large group presentations opened to students other than those in your project, or students of teachers who participate in project staff development dissemination activities.

Number of **INDIRECT PARTICIPANTS:**

1987-88 (estimated):____________________

1988-89 (estimated):____________________

1989-90:____________________________

PROGRAM DATA FORM

The following program data should be submitted as part of the February 2, 1990 progress report.

PROJECT NAME: ______________________________

NAME OF PERSON COMPLETING FORM: ____________________

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: ______________

DATE: ______________

1. Number of secondary schools served by the project to date:

   _____ Junior High Schools

   _____ Senior High Schools

2. Number of faculty/staff participants by institutional level and discipline to date:

	Math	Science	Lang. Arts	Soc. Science	Counseling	Other (Specify) ________
Jr. H.S.	____	____	____	____	____	____
Sr. H.S.	____	____	____	____	____	____
Comm. Col.	____	____	____	____	____	____
CSU	____	____	____	____	____	____
UC	____	____	____	____	____	____
Private Postsec.	____	____	____	____	____	____
Totals	____	____	____	____	____	____

PROGRAM DATA FORM (continued)

3. Total number of faculty/staff involved in the project by ethnicity and institutional level:

	Secondary		Postsecondary	
	N	%	N	%
American Indian				
Asian/Filipino				
Black				
Hispanic				
Pacific Islander				
White				
Other				
Totals				

4. Total number of parents involved in the project (from Fall '87): ____________

5. Activity descriptions of parent activities from Fall '87. (Attach additional sheets if necessary.)

Activity Descriptions (briefly stated)

6. Indicate the total number of students who meet the following definition of a **NO-DATA STUDENT** for your project during '89-'90, and give an estimate of the numbers of students who met this definition for '87-'88 and '88-'89. (This information comes from summing the numbers of **NO-DATA STUDENTS** from your individual School Data Forms.)

DEFINITION: NO-DATA STUDENT

> Students directly served by your project and on whom you can obtain a "nose count" of their participating **four or more times** in one or more project activity components. This number is extremely important in giving an accurate picture of students directly served by CAPP.

Total number of **NO-DATA STUDENTS:**

1987-88 (estimated):____________________

1988-89 (estimated):____________________

1989-90:______________________________

7. Indicate the total number of students who meet the following definition of an **INDIRECT PARTICIPANT** for your project during '89-'90, and give an estimate of the numbers of students who met this definition for '87-'88 and '88-'89. (This information comes from summing the numbers of **INDIRECT PARTICIPANTS** from your individual School Data Forms.)

DEFINITION: INDIRECT PARTICIPANT

> Students directly served, such as students sent mass mailings, participating in large group presentations opened to students other than those in your project, or students of teachers who participate in project staff development dissemination activities.

Total number of **INDIRECT PARTICIPANTS:**

1987-88 (estimated):____________________

1988-89 (estimated):____________________

1989-90:______________________________

PROGRAM DATA FORM (continued)

8. Number of faculty/staff attending (from Fall '87) each special project activity (e.g., workshops, symposia, etc.) by institutional level. (Attach additional sheets if necessary.)

	Specify Activity: [__________]	**Specify Activity:** [__________]	**Specify Activity:** [__________]
Jr. H.S.	_____	_____	_____
Sr. H.S.	_____	_____	_____
Community College	_____	_____	_____
CSU	_____	_____	_____
UC	_____	_____	_____
Private Postsecondary	_____	_____	_____
Totals	_____	_____	_____

9. Criteria used to select faculty/staff participants by institutional level:

Jr. H.S.: ______________________________

Sr. H.S.: ______________________________

Comm. Col.: ______________________________

CSU: ______________________________

UC: ______________________________

Priv. Post.: ______________________________

10. Criteria used to select students to participate in each project component. (Attach additional sheets as necessary.)

Specify component: ______________________________

Criteria: ______________________________

Specify component: ______________________________

Criteria: ______________________________

Specify component: ______________________________

Criteria: ______________________________

PROGRAM DATA FORM (continued)

11. Timeframe (from Fall '87) of various project activities for both faculty and students. (Add additional sheets as necessary.)

Activity	**Activity Description and Timeframe**
EXAMPLE: Peer Counseling	Students participated after school for 2 hours per week for 10 weeks
EXAMPLE: Teacher Workshops	Teachers attended two Saturday sessions of 4 hours per session.

The remaining items on the program data/information form should be answered in the order they are presented below in brief narrative or outline form. Please try to keep the total narrative/outline under five pages, exclusive of materials requested to be included in an appendix.

12. List each of your project's goals and objectives and indicate progress toward accomplishing them to date. Be sure to include your dissemination and institutionalization goals. **Also indicate the extent to which the attainment of any objectives can be directly attributed to your CAPP project.**

13. Indicate the extent to which your project is adhering to its proposed timeline and identify any timeline modifications which are currently anticipated for the remainder of the project.

14. Identify any instructional materials or publications produced by your project since your June 1989 report. Briefly describe them and **include a copy of each in an appendix.**

15. Present any internal evaluation data to date (e.g., pretest/posttest results, results from teacher or students surveys, etc.) in summary form with appropriate interpretation. **Include any detailed analyses in an appendix.**

16. Include minutes of your steering committee meetings since January 1989.

PROJECT BASELINE AND OUTCOME DATA REPORTING: EXAMPLES

Baseline Data:

ENGLISH	CTBS - Eng.	46	3/87
Targetted Area	Name of Test	Average score in percentile (a)	Date of Test

Outcome Data:

ENGLISH	CTBS - Eng.	59	3/90
Targetted Area	Name of Test	Average score in percentile (b)	Date of Test

Difference/Change

(59 (b) minus 46 (a)) divided by 46 (a) = .2826 x 100 =

28 percent [✓ increase]/decrease/no change (circle one)

Baseline Data:

Math	CAP-M	27	5/87
Targetted Area	Name of Test	Average score in percentile (a)	Date of Test

Outcome Data:

Math	CTBS - Math	32	5/90
Targetted Area	Name of Test	Average score in percentile (b)	Date of Test

Difference/Change

(32 (b) minus 27 (a)) divided by 27 (a) = .18518 x 100 =

18.5 percent [✓ increase]/decrease/no change (circle one)

LINKING OUTCOME DATA TO OBJECTIVES: EXAMPLES

As a project, please consider ways in which attainment of project goals can be documented in the cumulative report. The following are examples.

NOTE: Baseline and Outcome Data reported elsewhere may be used to illustrate achieving project objectives.

Example Objective:

Fifthy percent of the students who take the SAT will have combined scores of more than 1000.

Example Outcome Data:

Average SAT score 1076

Percent of CAPP students score greater than 1000 62%

Example of Objective:

Sixty percent of the students will take the PSAT by spring 1990.

Example of Outcome Data:

Percent of CAPP student taking PSAT 71%

Example of Objective:

Three times as many students applying to postsecondary institutions will declare life science majors.

Example of Outcome Data:

Number of students declaring in 1986-87 43

Number of students declaring in 1989-90 107

Percent change from 86-87 to 89-90 149%

CAPP PROJECT ANNUAL REPORT -- 1989-90

Due in CAPP Office: JUNE 30, 1990

PROJECT NAME: ______________________________

PROJECT PARTNERS: ______________________________

____

____

____

PROJECT NUMBER: ______________

NAME OF PERSON COMPLETING FORM: ______________________________

TELEPHONE: (   ) ______________________________

NAME OF INTERNAL EVALUATOR: ______________________________

TELEPHONE: (   ) ______________________________

PROJECT DIRECTOR/ADMINISTRATOR SIGNATURE: ______________________________

TELEPHONE: (   ) ______________________________

RECIPIENTS OF COPIES OF THIS REPORT:

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CAPP PROJECT ANNUAL REPORT -- 1989-90

PART I. Please complete the following tables for the data students, including the totals for the 1989-90 academic year.

1. Total number and percent of participating students by grade:

Grade	Number	Percent of Total
6	______	______%
7	______	______%
8	______	______%
9	______	______%
10	______	______%
11	______	______%
12	______	______%
Total	______	100 %

2. Number and percent of participating faculty by institutional level.

	Number	Percent
Secondary School Faculty	______	______%
Post-Secondary Faculty	______	______%
Total	______	100 %

3. Total number of parents participating in project activities, e.g. parent's meetings, workshops, in-home visits, etc.: (Do not count parents participating in more than one activity more than once.)

______

CAPP PROJECT ANNUAL REPORT -- 1989-90

4. Number and percent of participating students by ethnicity.

	Number	Percent
American Indian	______	______%
Asian/Filipino	______	______%
Black	______	______%
Hispanic	______	______%
Pacific Islander	______	______%
White	______	______%
Other	______	______%
Total	______	100 %

5. Indicate the number of students who meet the following definition of a **NO-DATA STUDENT** at this school for '89-'90.

DEFINITION: NO-DATA STUDENT

Students directly served by your project and on whom you can obtain a "nose count" of their participating four or more times in one or more project activity components. This numbe is extremely important in giving an accurate picture of students directly served by CAPP.

Number of **NO-DATA STUDENTS:**

1989-90: ______________________________

6. Indicate the number of students who meet the following definition of an **INDIRECT PARTICIPANT** at this school for '89-'90.

DEFINITION: INDIRECT PARTICIPANT

Students directly served, such as students sent mass mailings partipating in large group presentations opened to students other than those in your project, or students of teachers who participate in project staff development dissemination activities.

Number of **INDIRECT PARTICIPANTS**

1989-90: ______________________________

CAPP PROJECT ANNUAL REPORT -- 1989-90

PART II. LIST OF PROJECT ACTIVITIES

For each activity listed below, indicate whether the activity is: a) a primary focus of your CAPP project; b) a secondary focus of your CAPP project; or c) an auxiliary activity of your CAPP project. Please place the appropriate number in the box next to the activity:

0 = Not an activity of our CAPP project
1 = Primary Activity
2 = Secondary Activity
3 = Auxiliary Activity

In-service workshops:
- [ ] for faculty
- [ ] for counselors
- [ ] for parents

Tutoring:
- [ ] by peers
- [ ] by college students

Counseling:
- [ ] by peers
- [ ] by project staff

Articulation:
- [ ] of curriculum
- [ ] of support services
- [ ] of information
- [ ] between secondary/postsecondary schools
- [ ] between secondary/secondary schools

Team Teaching:
- [ ] secondary and college faculty
- [ ] secondary faculty only
- [ ] college faculty only

Summer Programs:
- [ ] for faculty
- [ ] for students

Attendance at forums/seminars:
- [ ] by faculty
- [ ] by counselors
- [ ] by parents
- [ ] by students

Presentations at conferences:
- [ ] by faculty
- [ ] by counselors

CAPP PROJECT ANNUAL REPORT -- 1989-90

PART II. CHECK LIST OF PROJECT ACTIVITIES (continued)

0 = Not an activity of our CAPP project
1 = Primary Activity
2 = Secondary Activity
3 = Auxiliary Activity

Curriculum Development:
[ ] in target subject areas
[ ] in other subject areas

Curriculum Revision/Enhancement:
[ ] in target subject areas
[ ] in other subject areas

Field Trips:
[ ] related to target subject areas
[ ] other subject areas

Teacher-parent Liaison:
[ ] project staff member
[ ] other liaison

Testing:
[ ] in target subject areas
[ ] in other subject areas

Other: (please describe)

____

____

Other: (please describe)

____

____

Other: (please describe)

____

____

CAPP PROJECT ANNUAL REPORT -- 1989-90

PART III. FORMATIVE EVALUATION - YEAR THREE (1989-90)

Please complete this sheet for each project goal, listing your project goal and baseline data. (attach additional sheets as necessary). Use the most current version of your project goals, and refer to the timeline your proposal as a starting point for listing activities. Include any additional activities. Attach a copy of your internal evaluation report(s).

Project Goal: ______________________________

Baseline Data: ______________________________

Project Activities	Current Status	Comments

CAPP PROJECT ANNUAL REPORT -- 1989-90

Please address the following briefly in narrative form. Do not attach more than 8 pages to respond to these questions.

PART IV. TRACKING PROJECT STUDENTS

What is the specific system you use or will use to track project students? What plans do you have to continue tracking project students beyond June 1990?

PART V. DOCUMENTING CURRICULUM REVISION/ENHANCEMENT

How is your project documenting the process of curriculum revision/ enhancement as a result of your partnership? (Include any supporting documents in the Appendix.)

PART VI. DISSEMINATION EFFORTS

What have been your specific dissemination efforts this year?

PART VII. INSTITUTIONALIZATION EFFORTS

What have been your specific institutionalization efforts this year?

PART VIII. MAJOR SUCCESSES AND CONTRIBUTIONS

What do you consider the major successes and contributions of your project's 1989-90 efforts?

PART IX. SIGNIFICANT LEARNING

What do you feel would be useful to share with both new and continuing CAPP projects that you have learned during this year?

What has been your most significant hurdle in 1989-90 and how have you dealt with it?

PART X. UNANTICIPATED OUTCOMES

Please identify any unanticipated outcomes from your project this year.

PART XI. QUALITATIVE FEEDBACK TO PROJECTS

Frequently projects receive support from students, parents, faculty, districts, communities, etc. in ways that are difficult to document. This support may come in terms of letters, news clippings, class activities, individual case studies, anecdote, etc. Much of your project's success will come in terms of this qualitative data. Please discuss any of this qualitative information that indicates the impact of your project. (Include supporting documents in the Appendix.)

PART XII. STEERING COMMITTEE

What has been the role of your project Steering Committee? Include agendas and minutes from meetings of your project Steering Committee held this year.

PART XIII. ACTIVITIES INSTRUCTIONAL MATERIALS and PUBLICATIONS

Please address these items in brief, narrative form. Include supporting materials in the Appendix.

A. List any project activities which have taken place since the February 2 Formative Report and which were not included in that report. Please indicate how these activities tie into your overall project goals.

B. Identify any instructional materials or publications produced by your project. Briefly describe them and include a copy of each in an appendix (there is no need to submit copies of materials already included in previous reports).

C. Include the results of any surveys of students and/or faculty your project may have conducted.

PART XIV. ADDITIONAL INFORMATION

Please include any information that you feel was not covered in this or earlier reports that may be helpful in better understanding your project's uniqueness, achievements, concerns, limitations, challenges, etc.

PART I
CAPP PROJECT THREE-YEAR QUALITATIVE DATA REPORT
1987-90

Due in CAPP Office: JULY 15, 1990

PROJECT NAME: ____________________

PROJECT PARTNERS: ____________________

____

____

____

PROJECT NUMBER: __________

NAME OF PERSON COMPLETING FORM: ____________________

TELEPHONE: ____________________

NAME OF INTERNAL EVALUATOR: ____________________

TELEPHONE: ____________________

PROJECT DIRECTOR SIGNATURE: ____________________

TELEPHONE: ____________________

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Project Steering Committee

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CAPP PROJECT THREE-YEAR QUALITATIVE DATA REPORT
1987-90

PART I. SUMMATIVE EVALUATION - 1987-90

Please complete this sheet for each project goal, listing your project goal, baseline data, and outcome data (attach additional sheets as necessary.) Use the most current version of your project goals, and refer to the timeline your proposal as a starting point for listing activities. Include any additional activities. **Attach a copy of your internal evaluation report(s).**

Project Goal: ______________________________

____

Baseline Data: ______________________________

____

Outcome Data: ______________________________

____

____

Project Activities	Current Status	Comments

CAPP PROJECT THREE-YEAR QUALITATIVE DATA REPORT
1987-90

Please address the following in narrative form. Attach additional sheets as necessary.

PART II. MAJOR SUCCESSES AND CONTRIBUTIONS

What do you consider the major successes and contributions of your CAPP project throughout the three years of state funds? How has your collaborative effort helped students? faculty? curriculum? and instruction?

PART III. SIGNIFICANT LEARNING

a) What do you feel would be useful to share with both new and continuing CAPP projects that you have learned during your partnership experience from 1987-90?

b) What have you found to be the essential elements required for successful school/college collaboration?

c) What have been your most significant hurdles during 1987-90 and how have you dealt with them?

CAPP PROJECT THREE-YEAR QUALITATIVE DATA REPORT
1987-90

PART IV. UNANTICIPATED OUTCOMES

a) Identify any unanticipated outcomes positive or less-than-positive from your CAPP partnership throughout the 1987-90 funding period.

b) With hindsight, knowing what you know now, what would you have done differently in your CAPP partnership?

PART V. QUALITATIVE FEEDBACK TO PROJECTS

Frequently projects receive support from students, parents, faculty, districts, communities, etc. in ways that are difficult to document. This support may come in terms of letters, news clippings, class activities, individual case studies, anecdotes, etc. Much of your project's success may have come in terms of this qualitative data. Please discuss any of this qualitative information that indicates the impact of your project across the entire three years of the funding cycle. (Include supporting documents in the Appendix.)

PART VI. DISSEMINATION EFFORTS

What have been your **specific** dissemination efforts **during 1987-90**? How successful have you been in disseminating information about your partnership?

PART VII. INSTITUTIONALIZATION EFFORTS

a) What have been your **specific** institutionalization efforts **during 1987-90**? How successful were you in institutionalizing your project by the end of the three-year funding cycle?

b) How has your CAPP partnership coordinated with other school change efforts?

PART VIII. TRACKING PROJECT STUDENTS

Describe the specific system you have used to track CAPP students across 1987-90, and indicate what plans you have to continue tracking project students.

PART IX. DOCUMENTING CURRICULUM REVISION/ENHANCEMENT

How has your project documented the process of curriculum revision/ enhancement as a result of your partnership across 1987-90? (Include any supporting documents in the Appendix.)

PART X. STEERING COMMITTEE

What has been the role of your project Steering Committee since the inception of your partnership? How has your project Steering Committee specifically assisted project expansion, innovation, and institutionalization?

PART XI. INSTRUCTIONAL MATERIALS and PUBLICATIONS

Please address these items in **brief**, narrative form. Include supporting materials in the Appendix.

A. Identify any instructional materials or publications produced by your project. Briefly describe them and include a copy of each in the Appendix.

B. Include the results of any surveys of students and/or faculty your project may have conducted. (Please include a copy of the survey in the Appendix.)

PART XII. ADDITIONAL INFORMATION

Please include any information that you feel was not covered in this or earlier reports that may be helpful in better understanding your project's uniqueness, achievements, concerns, limitations, outcomes, challenges, etc., across the three years of state funding.

PART II
CAPP PROJECT THREE-YEAR QUALITATIVE DATA REPORT
1987-90

Due in CAPP Office: OCTOBER 9, 1990

PROJECT NAME: ______________________

PROJECT PARTNERS: ______________________

____

____

____

PROJECT NUMBER: __________

NAME OF PERSON COMPLETING FORM: ______________________

TELEPHONE: ______________________

NAME OF INTERNAL EVALUATOR: ______________________

TELEPHONE: ______________________

PROJECT DIRECTOR SIGNATURE: ______________________

TELEPHONE: ______________________

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CAPP PROJECT THREE-YEAR QUANTITATIVE DATA REPORT
1987-90

PART I. LINKING OUTCOME DATA TO PROJECT OBJECTIVES

List each of your project's objectives and the outcome data used to measure attainment of the objective, as shown in the two examples below. Attach additional sheets as necessary.

EXAMPLE 1: **(QUANTITATIVE PROJECT OBJECTIVE)**

Objective: Sixty percent of the CAPP students will take the PSAT by spring 1990.

Outcome Data: 71% of the 10th grade CAPP students took the PSAT in March 1990.

EXAMPLE 2: **(QUALITATIVE PROJECT OBJECTIVE)**

Objective: The mathematics curriculum will be revised by spring 1990.

Outcome Data: Mathematics teachers met during fall 1987 to evaluate the curriculum. Task groups were organized in spring 1988 to revise the curriculum based on the fall evaluation. The revised curriculum was implemented on a trial basis during fall 1988. Revisions were made during 1989. The new curriculum was adopted by the school board/district on April 1, 1990.

CAPP PROJECT THREE-YEAR QUANTITATIVE DATA REPORT

1987-90

Complete one objective/outcome data reporting section for each of your project's goals. Attach additional sheets as necessary.

Objective: ____________________

Outcome Data: ____________________

Objective: ____________________

Outcome Data: ____________________

CAPP PROJECT THREE-YEAR QUANTITATIVE DATA REPORT

1987-90

PART II. BASELINE AND OUTCOME DATA REPORTING

For each of your project goals, complete the baseline/outcome data report as shown in the example below. Attach additional sheets as necessary.

EXAMPLE:

Baseline Data:

English	CTBS-English	46	March 1987
Targeted Area	Name of Test	Average score in percentile (a)	Date of Test

Outcome Data:

English	CTBS-English	59	March 1990
Targeted Area	Name of Test	Average score in percentile (b)	Date of Test

Difference/Change:

(59 (b) minus 46 (a)) divided by 46 (a) = .2826 x 100 =

28.26 percent [✓ increase]/decrease/no change (circle one)

CAPP PROJECT THREE-YEAR QUANTITATIVE DATA REPORT
1987-90

Complete one baseline/outcome data reporting section for each of your project's goals. Attach additional sheets as necessary.

Baseline Data:

________	________	________	______
Targeted Area	Name of Test	Average score in percentile (a)	Date of Test

Outcome Data:

________	________	________	______
Targeted Area	Name of Test	Average score in percentile (b)	Date of Test

Difference/Change:

(_____) minus (_____) divided by _____ = _____ x 100 =
(b) (a) (a)

________ percent **increase/decrease/no change (circle one)**

CAPP PROJECT THREE-YEAR QUANTITATIVE DATA REPORT
1987-90

PART III. STUDENT, SCHOOL, AND PROGRAM DATA

1. Number and percent of data students by gender - 1987-90.

	Number	Percent
Females	_____	_____%
Males	_____	_____%
Total	_____	_____%

2. Number and percent of data students by ethnicity - 1987-90.

	Number	Percent
American Indian	_____	_____%
Asian/Filipino	_____	_____%
Black	_____	_____%
Hispanic	_____	_____%
Pacific Islander	_____	_____%
White	_____	_____%
Other	_____	_____%
Total	_____	100 %

3. Indicate the number of students who meet the following definition of a **NO-DATA STUDENT** for '87-'90.

DEFINITION: NO-DATA STUDENT

Students directly served by your project and on whom you can obtain a "nose count" of their participating **four or more times** in one or more project activity components. This number is extremely important in giving an accurate picture of students directly served by CAPP.

Number of **NO-DATA STUDENTS:**

1987-90: ______________________________

4. Indicate the number of students who meet the following definition of an **INDIRECT PARTICIPANT** for '87-'90.

INDIRECT PARTICIPANT

Students directly served, such as students sent mass mailings participating in large group presentations opened to students other than those in your project, or students of teachers who participate in project staff development dissemination activities.

Number of **INDIRECT PARTICIPANTS**

1987-90: ______________________________

CAPP PROJECT THREE-YEAR QUANTITATIVE DATA REPORT
1987-90

---

5. Total number and percent of data students by grade **1989-90**:

Grade	Number	Percent of Total
6	______	_____%
7	______	_____%
8	______	_____%
9	______	_____%
10	______	_____%
11	______	_____%
12	______	_____%
Post-secondary	______	_____%

6. Number of data students in each project component or activity. (Add additional sheets if necessary.) 1987-90

N

______ (Specify component/activity: ________________________________)

______ (Specify component/activity: ________________________________)

______ (Specify component/activity: ________________________________)

7. Average GPA of all data students.

Spring 1987: ______

Spring 1988: ______

Spring 1989: _____

Spring 1990: _____

CAPP PROJECT THREE-YEAR QUANTITATIVE DATA REPORT
1987-90

8. Average GPA of all data students in project's targeted subject area(s):

Spring 1987	**Spring 1990**
______ Mathematics	______ Mathematics
______ Science	______ Science
______ Social Science	______ Social Science
______ Language Arts	______ Language Arts
______ Other (Please specify:	______ Other (Please specify:

9. Number of CAPP students currently enrolled in college preparatory courses.

Course Title	Number of CAPP Students
______________________________	__________
______________________________	__________
______________________________	__________
______________________________	__________
______________________________	__________
______________________________	__________

CAPP PROJECT THREE-YEAR QUANTITATIVE DATA REPORT
1987-90

10. Indicate the number and percent of your CAPP students by their location at the close of the three-year funding cycle.

Location	Number	Percent
Enrolled in 7th Grade		
Enrolled in 8th Grade		
Enrolled in 9th Grade		
Enrolled in 10th Grade		
Enrolled in 11th Grade		
Enrolled in 12th Grade		
Transferred to another high school		
Dropped out of high school		
Graduated from high school (no post-secondary enrollment		
Attending a Community College		
Attending CSU		
Attending UC		
Attending other public or private post-secondary institution		
Whereabouts unknown (please use this category *sparingly*)		
TOTAL		100%

CAPP PROJECT THREE-YEAR QUANTITATIVE DATA REPORT
1987-90

---

11. Total number of parents participating in project activities - 1987-90, e.g. parent's meetings, workshops, in-home visits, etc.: (Do not count parents participating in more than one activity more than once.) ______

12. Total number of faculty/staff involved in the project by ethnicity and institutional level:

	Secondary		Postsecondary	
	N	%	N	%
American Indian	______	______	______	______
Asian/Filipino	______	______	______	______
Black	______	______	______	______
Hispanic	______	______	______	______
Pacific Islander	______	______	______	______
White	______	______	______	______
Other	______	______	______	______
Totals	______	______	______	______

13. School dropout rate. **The definition suggested by the State Department of Education is** **any youth between 13-19 years old who left your school and whose cumulative file has not been requested by another school within 45 days.** If you use a definition which differs from this in calculating your rate, please explain it.

Dropout Rate: ________ 1986-87

Dropout Rate: ________ 1987-88

Dropout Rate: ________ 1988-89

Dropout Rate: ________ 1989-90

Explanation (if necessary):

____

____

14. **For senior high schools,** the proportion of graduating class attending college (for the most recent year available):

______________ % Specify year: ______________

15. For CAPP seniors, the proportion intending to attend college ________%
For senior high schools, performance of graduates in post-secondary institutions (for most recent year available):

	Average Freshman GPA	Number of Students	Base Year
CCC campuses	________	________	________
CSU campuses	________	________	________
UC campuses	________	________	________
Other campuses	________	________	________